

PULASARAQ

Grade K-2

Family

Curukaq

Subsistence



K-2

Family

Unit 1 CELLANGLUNI – Self Awareness

Cellangluni is the moment we feel what is going on. In our Yup'ik way, we do this by being grounded in our environment/nature and surroundings/weather and aware at all times.

Unit 2 ELLUANGCARLUNI – Self Management

Elluangcarluni is when we reassess our emotions and behaviors. In our Yup'ik way we do this by remembering the teachings of our Elders and use those stories to help us reflect and self-correct to increase our ability to correct bad behaviors and reset goals.

ILAUCARAQ: *The process of learning to join in.*

Learning to join a crowd is usually hard for some children to do or even adults. When there is encouragement to join others, it is helpful to do so. When a friend is doing something like a story knife, it is good to join. When a child first dances, her friends can join. When there are games in the village, it is good to join. When there is cleaning time for the village, it is good to join. Joining takes place when it involves a large group and also a small group to do things together. Sometimes there is reluctance to join a group. We do not force a child to join if they do not feel like joining. Once they are ready, they will.

How to teach ilaucaraq:

There are lots of games to play at school that invite children to join. Sometimes, a child will not want to join due to health reasons or uncomfortable feelings. It is the duty of a teacher to help them become familiar, safe, and comfortable to join a game, reading groups, or any small groups that they are assigned. It usually works better when two are friends. Beginning with a small group, it helps to become comfortable. Sometimes, we know some children cannot be placed together with one another until they learn how to get along. Observations of the children are very important to be able to join anything new to them.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Introduce a traditional game that children can observe first, then join. The teacher does have to present it. For instance, hopscotch, two people jump rope, or yuraq to a family song. However, there are protocols of who joins the family dance, so it would be wise to teach these protocols. That way children learn to join when it is appropriate, not joining all the time when different songs are sung. Discuss how they feel in joining a game or a dance group. How do you behave when joining?

ELDER WISDOM

Kenka. Unconditional love should be taught with service roles and acts of kindness.

– Calricaraq, 2021

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

Play a board game in the classroom. Ask the children which board games they are very good at, which ones they do not like, and which ones they would like to learn. Then, choose one but this time they have to let someone who does not know how to play, join. If they know the game, tell them to teach the child who is new at the board game. Watch for good examples of helping out those who need to learn how to join.

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

Invite parents to the classroom to do an art activity. Parents are to join them. It could be something like drawing or making flowers, or drawing a self-portrait after looking at themselves in a mirror. Discuss: How was it to work with parents? Would it help for them to ask their parents at home with their homework? Other things?

I am aware of and accept my responsibilities

- 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

Student Activity:

Create a school club: boys and girls club or both groups. It could be an art club, sewing, game, or something that they come up with. Create rules for their club. Who will join their club? How are they to act in this club? Make a fun activity club.

NIICUGYARAQ: *The process of learning to listen, obedient, and carrying on.*

Listening practices are taught from the beginning when a child becomes aware. Each evening our parents and grandparents used to tell oral stories so that children gained listening skills. In those days, there were no televisions to interrupt listening. Children did not ask lots of questions as they listened nor did they play with an object or a toy. It was listening time. Usually it was at bedtime. Many children fell asleep listening to stories. Sometimes, stories were told during dinner time. Boys ate with their dad and after dinner when it was tea time, they told hunting stories. Girls ate with their mothers and at dinner time, mothers told child care or home making stories. Either way it was a family time.

How to teach niicugyaraq:

Children can be taught listening skills. It should not only be during teacher instruction time. It could be when teaching Total Physical Response time, teaching a language or English vocabularies. Skills in listening such as asking kids to use their ears to listen, eyes to pay attention, and mouths to stay still and be quiet do help as part of the introduction. Then, while instructing, rewarding those who listen helps others to try and listen too. Continued rewards by praising and addressing how good listener is expressed will help others who need to learn to listen. What other ways can you help children learn to be good listeners.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Develop a 5 senses book: I like to hear..., I like to eat..., I like to see..., I like to smell..., and I like to feel. Each child could work on their own book. When completed, have them share. Watch for good listeners.



I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

Develop another book but this time: I DON'T LIKE TO. I don't like to hear..., I don't like to eat..., I don't like to see..., I don't like to smell..., I don't like to feel. When completed have them share. Discuss what things they didn't like and why?

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

ELDER WISDOM

Niicugniituli. A person who listens well will advance and live a healthy way, a long time.

Student Activity:

Telling a story. Begin with story starters to help children tell stories. These include: Yesterday, I went for a walk with..., I remember when I went for a boat ride with..., When my mom and I went berry picking..., On the tundra I..., During winter I watched ice fishing I saw..., When I went on an airplane ride..., and so on. Have them choose one to tell their story. When completed, tell them to tell their story. Let children listen well without interruptions.

I am aware of and accept my responsibilities

- 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

Student Activity:

Take their books home and share with their parents. When they come back, ask them how their parents reacted. Discuss with good pointers of how they make others feel.

PELLUGCECIYARAQ: *The act of forgiving.*

Parents are the first teachers. They teach how to forgive self and others. It is taught when the children become aware of one another during play, sharing time, and among siblings as well as with kinship relationships. It is a good thing to learn to say, "I am sorry" when things do not go right or fighting happens or when one accidentally hurts another. Forgiving helps to settle the feelings of wanting to dislike another person. Love returns when there is forgiving.

How to teach pellugceciyaraq:

Book: *Ayuqucinka Ayuqsiutut* by Angaassa'aq Sally Samson is a good book to read for students to understand emotions. Students can be introduced to the feelings and learn how to forgive. In reality, learning to forgive and forgiveness is a good way to get along with everyone. It is a way of showing love and care for each other. When children learn how to say, "I'm sorry" they will do it themselves when unforeseen things happen. Things like hurting one another by accident, taking things away from them, or not wanting to be friends with each other.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

After reading the book, *Ayuqucinka Ayuqsiutut* discuss the many feelings that we go through. Or choose a different book about feelings that you have access to. Discuss each feeling we go through giving examples in the classroom or outside of the school. It could be at home or in the community. Concentrate on forgiving. It is a hard thing to forgive, but with practice, it becomes easier. Learn from experiences.

ELDER WISDOM

Qaruyun is a way of talking to young people in order to heal. It is with compassion, with love, with care, and with thankfulness.

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

Make a new book: I can forgive...Have children come up with lessons on forgiving. Things like, I forgive when my friend..., I forgive when I..., etc.

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

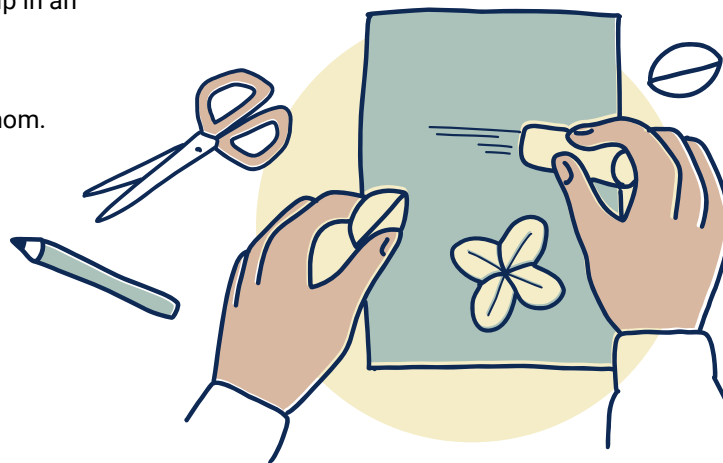
Have students draw a picture of their mom. When completed, have students write: My mom helps me to forgive my sister or brother when I...Or include a friend if they don't have a brother or sister.

I am aware of and accept my responsibilities

- Understand that school-wide expectations and responsibilities promote a safe and productive environment
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Student Activity:

Make a poster of I will learn to forgive if this happens. You will have to discuss what things that they will learn to be responsible for in order to forgive. Let them choose. Make the poster a positive thing that the children can do when things do not go as expected.



CEÑIRCARAQ: *The process of learning to visit right.*

Traditionally in Yup'ik homes, when children visited they stood by the door after entering a home until they were told to come in and join the other children at play or come in and sit. Permission to visit was asked and if granted they were told to return at a certain time. Such behavior was practiced in all families. This is different today. Kids wander around the village and visit at all different hours. Entering homes without permission and oftentimes, parents look for their children calling others to help them find them. It would be good to follow the traditional procedures of how to be a visitor at others' homes.

How to teach ceñircaraq:

Schools are places to be visited as well as in others' homes. Discuss with children what the rules are for visiting homes not belonging to them. It may be to knock on the door first. Long ago, Yup'ik people just walked in without knocking because they did not want to disturb what was going on inside the homes. Then acknowledgement was addressed once the person was recognized as a visitor. Today, knocking on the door is accepted. People are adaptive to changes. We can re-adapt and restore our traditional ways of how to visit. When entering homes, we should learn to say, waqaa (hello) to address our presence. Then, stand there until we are told to come in and sit. Offer a cup of tea, water, or coffee to the visitor. Sit and talk. This could be taught again by practicing it in class.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Role play visiting. Set a table and chairs in a circle made out of tape. A visitor pretends to knock on the door. The kids inside a circle pretend to be doing something, and say, "come in." Once they see who is there, tell them to come in and offer them a seat. Offer something to drink. Sit and talk.

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

Talk about role playing visiting. What did they like and what did they dislike? Then, with another area or put up a tent for visiting practice. Practice the same scene again. Discuss how this was in a tent? What did they like and what did they dislike?

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

Tell the children to try out the visiting way in another home in the village. Tell them to be honest and do it right. Or go on a field trip to visit an Elder in the village. First call the Elders and let them know what the students are learning. Go to their house and actually do the visiting rights. Talk with the Elder on how best to become visitors again.

I am aware of and accept my responsibilities

- Understand that school-wide expectations and responsibilities promote a safe and productive environment
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Student Activity:

Discuss if visiting rights are for going to the hall or the gym to watch sports and yuraq. What are the rules for visiting these public places?

ELDER WISDOM

Elders say not to cinirteqtaaq (go constantly visiting). When it is done too much, they are worried about becoming liars and something wrong might happen.

– Yurrlig Nita Rearden

UKVERYARAQ: *The act of learning to believe.*

Staying connected with your family, helping with subsistence activities and believing to learn how to do things will help one to succeed in life. Success is taught through the efforts of doing, thinking, trying, and being aware of your strength and skills. It comes with hard work and not giving up. Once we help children start setting goals, we will see how they will grow toward bigger things to accomplish. One of the ways is through the stories our parents told to keep the children safe. These included such stories as, not to play out when it gets dark, not to visit late at night, what happens when you don't obey, and what happens if you insist on wanting to go home after you requested to sleepover at your grandparents' home. The stories were to help correct and build strength for children to be obedient. To believe was to correct one's own behavior.

How to teach ukveryaraq:

Understanding our ancestral way of life in believing is helpful to become successful in today's world. Foundation in self-worth through the eyes of a true Elder helps our children succeed. Believing in their stories of what to do and not to do is of utmost importance to do what is best for every one of our children. Through their stories we can learn how we can succeed too. Yuraq is a form of believing in the stories told of a person's success. We learn of their characters and personalities that helped them succeed. Children will learn of their namesake, who they are, what they were successful for, and how they handled things in their lives. Namesakes helps the child to behave in a good manner. Becoming aware of their namesake and their cooing names are what helps to bring up children. Family stories were to help the child be raised in believing the values taught in stories.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Find a ghost story from Yup'ik Lore Book: Tell this story. Discuss what makes them afraid?

ELDER WISDOM

Tell me, show me, and include me. Wise words of Elder to practice for learning as the child is growing up.

– Calricaraq, 2021.

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

Short stories or sayings such as, when you come home late at night, you might fall into a pit or a hole inside the porch, if you play hide and seek late at night, big person may hide you for good, if you go skating late at night, there might be an unknown person joining you that may keep you out late, and so on. These sayings were to make you believe in order for you to obey. Do you believe this or not? Discuss how to behave and believe what ifs and what nots.

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

A good storyteller can help you to believe in their stories. Read *Hungry Giant of the Tundra*. Compare this story to another story, *Jack and the Bean Stalk*. How are the stories alike or different?

I am aware of and accept my responsibilities

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Student Activity:

Do legends help you to focus on believing your behavior? Whether we believe or not, stories do help teach a lesson. Read *How the Crane Got Its Blue Eyes*. Discuss why Crane did not want to believe his eyes? Then, create eyes of their choice to mimic the story. What color eyes would help you to believe?

KEVGIURYARAQ: *The process of learning to be a helper.*

Learning to help starts early in the young ages. There are small chores children learn at home during subsistence seasons. One is by carrying fish from the boat to the fish cutting area. At home children can learn to put the gifts to be given away for first dancers into tubs or boxes. Letting them be involved in all we do to prepare for curukaq as well as doing chores at home and in the community will help children learn to help. It used to be that they carried water to the house, picked berries in cups, brought bowls of food to a neighbor or a relative working late, and took the trash out. There are many ways to teach the process of learning to be a helper.

How to teach kevgiuryaraq:

Classrooms usually have a helper chart. These charts are one way to have children learn about being a helper. Most children can't wait to be leaders in line and help their teachers. It would be great to assign as many children to do the work of the day so that they are not waiting too long to help. Sometimes, when a child has to wait week to be a helper, it becomes so long before they take their turn they often lose interest. We are told by Elders to immediately let a child help whenever they ask instead of waiting.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Find photos of local children helping at home doing chores, helping at subsistence, and helping around the village. You can download pictures from the internet and print them. Include children helping Elders, parents, or community members. Discuss how they feel when helping. Helping can make you feel happy, joyful, enjoyable, caring, and makes you feel good. Then, talk about what can trigger their thoughts if something goes wrong. It might be because of jealousy, not getting a turn, lazy, only helping when there is a reward. How can one work without being paid? These things need to be understood that in our Yuuyaraq way, we do it for the love (kenka).

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

From the previous activity, talk about what chores they like to do and the other chores they don't like to do. Discuss what things they are good at, what things they need to improve. Then make a poster of how they are going to learn the other chores that they don't like to do. Everyone has to learn whether we like it or not. It is something that needs to be done to take care of our needs whether we like it or not. A poster is something that they are going to work on to improve how to do chores that are needed to be done.

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

Play web game: Take a rolled yarn in a ball. Have students sit in a circle on the floor. Teacher starts with mentioning a name of someone who helps her such as an Elder or a community member. Then, she passes it on to the person across from her. Each child does the same with a new name each time. They can mention teachers, anyone who works at the school, churches, clinics, stores, or tribal offices as well as the community members. Try to get them to mention

as many as they can. From this experience, children will learn that the web can help them to know they have many supporters for them to get help from.

I am aware of and accept my responsibilities

- 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

Student Activity:

Art: Have students create an art of the chores around the school. Then, when done, hang them in the hallway. Ask which chores they would like to do when they grow up: janitor, maintenance, cook, cook's helper, lunch room cleaner, teacher's aide, line leaders, etc.

ELDER WISDOM

Elitarkaci amllerpiartut. What you have to learn are many.

QIGCIKIYARAQ: *The act of learning to respect.*

Learning to respect has to be demonstrated so that the children will learn and know what it really means. When we tell the kids, “you need to respect”, it has no meaning. Elders tell us when we speak to them in a kind and gentle voice, then they understand we are respecting them. We show it, we demonstrate it, and we do it. When we go out on the tundra and pick berries, we show them how to pick clean berries without pulling the plant up from the tundra. We show them, we demonstrate it, and we do it. They will follow our examples. When we eat, we bury the bones under the tundra. When we leave we take our trash with us, leaving the tundra clean. We tell them to look for trash and help pick up. We show them, we demonstrate, and we do it. Everything we do, we do it respectfully. Practice takes time but it is the best way of teaching the respect/qigcikiyaraq.

How to teach qigcikiyaraq:

Show respect/qigcikiyaraq in the ways of doing it without yelling or talking loud. Children will listen to a quiet voices and most gentle way. Speaking to them in a loving way with compassion may be the hardest thing to do because teachers like to act in authoritative ways to let children know they are the boss. A very good boss can speak in a kind and caring voice. Practice takes time but can be acquired. Change is good. In the classroom, qigcikiyaraq can be demonstrated by doing and in return, it will come back to you. Children will follow your examples.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

Demonstrate what hitting is, throwing a paper at, coloring wildly pressing your crayons, moving a chair harshly, and so on, in front of the children. Ask them if this is the way we are supposed to behave? How did you feel when teacher did this? What is the best way to behave? How do we make changes?

I can act in an honest manner

- 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

Student Activity:

Likes and dislikes: Tripping a person, shutting the door on them, skipping a line, pulling their hair, yelling at someone, passing papers quietly, gently pushing the chair in place, asking politely for a drink of water, raising your hands to speak, etc. Discuss what they like and why, what they dislike and why.

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

Have students identify what things are not allowed in the schools, who do they go to? List the people in many places in the school who are responsible for their behavior: janitors, lunchroom, classrooms, library, gym, hallways, offices, student store, etc. Who should they turn to when they need help?

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

Draw a picture of how I learned to respect people, river, tundra, my next-door neighbor, my cousin, my teacher, my mom, my dad, my siblings, when I go to church, when I go to the post office, store, or to the hall for community activities. Display the pictures after discussing.

ELDER WISDOM

Ca tamarmi ellpengqertut. Everything around us has a feeling.

IKAYURYARAQ: *The process of learning to help others.*

Students come to school already knowing how to help their siblings. They can help them carry lunch boxes, tie their shoelaces, zip their coats, or hold their hands when they are afraid. Traditionally Yup'ik children learn to help their cousins before helping others. Extended families were utmost important to raise a child. In school, children learn to help others that are not related to them.

How to teach ikayuryaraq:

Model how to help others. Making a chart paper to partner with each other might be a good way to learn to help someone you don't know. By observing who can do things, you can pair up with ones who can't do something else without being helped. Helping chart should take a week or two to make it work at this age. Then, change names at the end of each or second week. In this way, children will get to know who they are helping. Record on the chart what things you want them to learn on helping. It could be as simple as reminding them to check their cubbies for papers to take home, making sure they walk in the hallway, assisting them to the bathroom, eating lunch with each other, school work, and so on.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

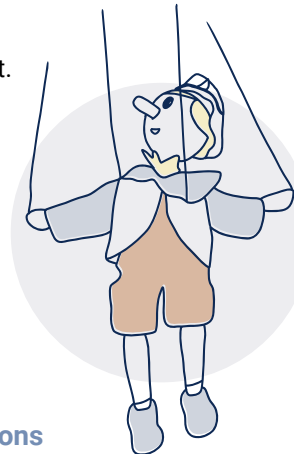
Students at times will not want to help another child because of the behaviors they bring with them to school. It is a good time when you can find a good book on helping other children with similar behavior problems that need help. After reading a book that may suggest how best to help others who might have a disability or struggling with mental health issues, discuss with them how they will learn to stay calm and deal with upsetting emotions. Show them how. Modeling is the best way for children to remember.

I can act in an honest manner

- 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

Student Activity:

Create a Pinocchio puppet. Use this to show what happens to Pinocchio when he tells a lie. Then, discuss how lying can lead to other things. Learning to tell the truth is better than lying. Talk about the consequences when people lie.



I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

Discuss what are your rules at home for bedtime? What are rules on the playground during recess? Then, develop rules for the classroom. Demonstrate what it means to not hit for hitting, no running for running, and so on. Make sure they understand all of the suggestions. When they understand what it means to hit, run, and so on, what are positive things that will help them remember their class rules?

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

"I want to be a (____) helper when I grow up." Discuss a wish or a goal for when they grow up in learning how to help others. There are many helpers who are doctors, nurses, firemen, teachers, janitors, fisherman, berry picker, wood chopper, water carrier, etc. that make others happy. Let them think about it and come up with one. What makes a wish helper? Draw a picture of it or find one in a magazine to cut and paste for their future helper wish.

ELDER WISDOM

Ikayutulria yuumaciikuq. One who helps a lot will live a long time.

ILANGCI- : *The act of leaving it alone, to ignore.*

When children learn to play with their siblings, cousins, and friends they are taught how to leave things alone that do not belong to them or to ignore another child who mistreats them. It is not easy to learn the act of leaving it alone or to ignore a bad behavior when it does not hurt them. Such behaviors are using body language, such as hand pretending to hit, facial expressions, (eyes squinting for anger, nose up-lifting, mouth opening) for disliking each other. These do not hurt the person physically but hurts their feelings at times. Once they are ignored, the child doing it will stop. But, when it comes to actual hitting, kicking, punching, pulling hair, etc. to hurt a person, that's when action is taken. Consequences are given.

How to teach ilangci- :

Children like to touch everything they see or get close to, to learn about them. It is with respect to teach them not to touch all the time because it can get them into trouble especially when items do not belong to them. Keeping hands to themselves is one to be taught. When someone says something or uses unacceptable body language, then ignoring is what needs to be taught. Pretending not to see nor observe is hard because kids are full of tattletales. They are used to telling adults right away when little things happen. Learning to ignore unnecessary things can lead to controlling their own behavior. Ilangci- is a good word to learn to use when we want them to leave it along or ignore it. Explaining the meaning will help make them responsible for their own behavior.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

Bring an awesome toy to class that the children will want to touch and play with immediately when they see it. Introduce the word, ilangci-. Use TPR method to demonstrate the meaning of ilangci-. Repeat the gestures until the children learn the term. Demonstrate by placing the awesome toy on the table/desk and repeat the word, ilangci-. Ask at the end, how do they feel when they are told to leave it alone. Let them know when it will become available for them to play with.

I can act in an honest manner

- 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

Student Activity:

Teach the children the types of body language that can cause behavioral problems when used. (cangurtaa=making a face, qigcigaa=looking at out of the corner of the eye, and more) When these happen, it is for us to ignore/ilangci- the body language because they do not hurt our bodies but maybe our minds if we let them. Ignoring/ilangci- will discard the bad feeling because it is not you doing it. We don't like these things to happen but they do. Discuss how to ignore/ilangci-.

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

Invite an Elder in to talk about the terms that are not mentioned to teach to the children of the body language behaviors. Learn what they may be and what it means to ilangci-. Discuss stories of bad behaviors.

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

Find a good video of what happens when children ignore/ilangci- the behaviors of children who make fun of them. Or if none, discuss how best to behave when you have choices and make changes of good behavior, create a list. Discuss what are good behaviors to change the bad behaviors.

ELDER WISDOM

Tell me, show me, and include me. Wise words of Elder to practice for learning as the child is growing up.

– Calricaraq, 2021.

UKVERYARAQ: *The act of learning to believe.*

Staying connected with your family, helping with subsistence activities and believing to learn how to do things will help one to succeed in life. Success is taught through the efforts of doing, thinking, trying, and being aware of your strength and skills. It comes with hard work and not giving up. Once we help children start setting goals, we will see how they will grow toward bigger things to accomplish. Another way to help children is to speak to them with kindness, with compassion, and with gentleness when negative behaviors happen unexpectedly. We should not judge them nor blame them for they are just learning about how kind and caring they can become in human life. We do need to model our actions to make the changes. It is not easy, it is hard, but it can be done.

How to teach ukveryaraq:

Understanding our ancestral way of life in believing is helpful to become successful in today's world. Foundation in self-worth through the eyes of a true Elder helps our children succeed. Our ancestral Elders had the most patient, caring, unconditional love, and gentleness on how to talk to our children. There was no yelling nor anything to start an argument with young people. Their advice was with compassion, with sympathy and empathy, with consideration, and often times provoked humor. Humor was used to heal the aching heart and mind. It can make a child feel good again. That is why elluangcarluni is important in the process of managing self.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

Find photos of feelings such as love, helping others, anger, hitting other kids, fighting, sadness, happiness, laughing, etc. Ask what do you do to correct yourself when these feelings occur? If there are no answers, provide solutions by demonstrating the behaviors either good, bad, or something that they need to learn about. You can use Yup'ik words too: kenka, assika, niicuilnguq, qenerteq, calluk, ikayuq, takaqluku, etc.

I can act in an honest manner

- 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

Student Activity:

Ask: what is it that you like to do which makes your friends feel good about themselves? Make a list of their answers. If they don't have answers to the question, give examples of what they do as little children that are noticeable. Discuss how these things can be helpful throughout the school if they are to behave in what was discussed. Things they do well in school is a good thing.

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

Art: Draw a picture of someone in the community they know who helps them. Later, have them present their drawing to the class to learn about their support group. Write a sentence explaining why they chose this person.

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

How do you take care of one another when there are no adults around you if a problem comes up? Make a list of how to best take care of each other without being a tattletale. Being responsible for our own behaviors is something we need to take care of.

ELDER WISDOM

Tell me, show me, and include me. Wise words of Elder to practice for learning as the child is growing up.

– Calricaraq, 2021.

KEVGIURYARAQ: *The process of learning to be a helper.*

Learning to help starts early in the young ages. There are small chores children learn at home. Children learn to do dishes, sweep the floors, take out the trash, pick up toys, fold socks, stack wood, set the table, bring food to the Elders, and carry small buckets of water plus more. Once berry picking season is on, they can pick berries in cups, bring a bowl of food to a neighbor or a relative working late, or to an elder. There are many ways to teach the process of learning to be a helper. Bringing positive thoughts while they are doing it will enhance their ability to help. It should carry on with learning to be loving, caring, compassionate, gentle, kind, and giving when sharing is taught to be a servant to those in need without pay. Let the children learn that gratitude comes in many different ways especially when an Elder is so thankful for being helped.

How to teach kevgiuryaraq:

Giving and sharing is a way of helping those in need. When we help, it should be with learning to care for others without thinking that we will receive a gift or pay for doing. It should be taught to do things for others for the love and kindness. Kindness needs to be taught with appreciation without pay. It helps you to feel good about yourself and those around you.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

How do you help your mothers at home? Write the children's answers on chart paper. Have them tell stories of how they help their mothers at home. Put a star or a special mark for being a helper. Do these same things happen in class or school? Why or why not.

ELDER WISDOM

Tell me, show me, and include me. Wise words of Elder to practice for learning as the child is growing up.

– Calricaraq, 2021.

I can act in an honest manner

- 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

Student Activity:

Ask children what are they good at doing? It could be holding a younger sibling's hand and helping them to walk, pouring water into a cup or glass and bringing it to an adult or an Elder, it could be carrying groceries for their mom or grandmother, etc. Write their answers and let them know these are appropriate ways to help others. Talk about how they feel when they do good things for others.

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

Ask children if they know where to go if there happened to be a big flood in the village. Who would they go to? Discuss the places that are safe for them to go to in case there is an emergency. Talk about how emergency plans are developed.

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

How can the children help the teachers when they are teaching? Have the children come up with solutions of how to help the teachers in their school. Then, have them make posters that say, "I help my teacher by...." These can be things like, listening, paying attention, raising my hand, following directions, doing my homework, passing papers out, erasing the blackboard, being a line leader, picking up trash, etc. lots of things to list.



Curukaq

Unit 1 MURILKELLUNI – Social Awareness

Murilkelluni is to understand the feelings and perspectives of others. In our Yup'ik way we do this by learning from our Elders and show care in a positive way. We speak to others in a loving, caring way and with compassion.

Unit 2 QINUUNANI – Social Management

Qinuunani is a way of handling our emotions in social settings in a quiet manner with deep concern for the relationships we have with others. In our Yup'ik way we do this by building upon the healthy way of living and being, seeking help from Elders to handle conflict in a caring way and seeking support from those who show examples of living a quiet peaceful life.

CIKIRYARAQ: *The process of learning to share and give.*

Culturally, learning to give and share is taught as early as in the infant and childhood years. Babies are taught how to give by handing them a gift and to hand out to another person. This continues on to give to others through their namesakes, related to them. They remember their birthdays, anniversaries, feast days, holidays, and the special day of their departure from earth. All gifts are not necessarily materials but can be food or small things, helping out with the house or outdoor chores, or bringing them their first catch such as sharing of birds, moose meat or fish.

How to teach cikiryaraq:

The process of giving is taught early and it helps avoid becoming stingy or selfish. Explain to the children how potlatches use gifts that are relevant to give to strangers for boys and girls. Boy's gifts include a shovel to indicate they are ready to shovel the snow on the path to the qasgiq. An axe is given away to let the audience know that the boy is ready to chop wood for others, and then, a galvanized bucket to pack water for the elderly. For the girl, it is a broom and dust pan identifying she can sweep the qasgiq where men worked. A basin, cloth and soap, are given to indicate use of it in the maqi or to clean the home. A miisskaa/pan indicates she can make akutaq to give to the hungry and she can feed many. Water goes with it for the singers at the potlatch to show respect for them. Other gifts are also included such as spears, fabric, and animal skins and much, much more depending on a family group or first catches.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

Bring items to class: shovel, axe, bucket, basin, pan, soap, broom, and dust pan. Demonstrate how to safely use a shovel and an axe. How to safely sweep and pick up dust. Then, have the children demonstrate to you. Do a survey of who knows how to use the items used to give away for the first dancers. Let children know that the chores using these items are significant and important to our culture. It means to become helpers for the Elders in the community.

ELDER WISDOM

When you follow directions, you gain how to do things and you will not forget it.

I care about others and do my part to make my community better

- 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

Student Activity:

Discuss what they need to learn before their first dance. Chores that they need to do in the community. Discuss how they feel? Also, add to the list of other chores (picking up trash) for the betterment of the community.

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

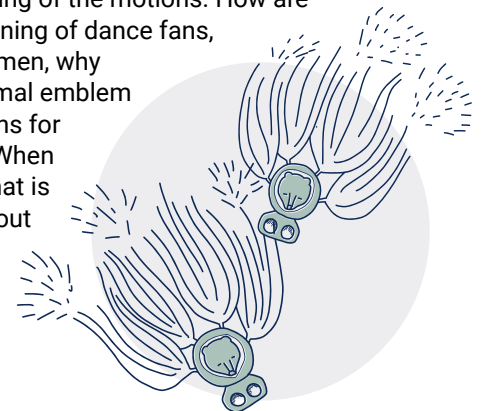
Discuss what the social skills are when your village has guests come for the potlatch. What are the protocols for behavior in the gym? During yuraq? During passing of the gifts? When water is passed around to guests? How are guests treated?

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Discuss the meaning of yuraq. Men kneel. Women stand. Why? Use of headdresses, belts for woman. (Beauty and to keep unforeseen evils away). Ancestors songs handed down. Family songs. How to behave when yuraq. Who can be silly? Facial expressions. Meaning of the motions. How are stories made? Meaning of dance fans, why 5 feathers for men, why decorative and animal emblem for women? Reasons for wearing gaspeqs. When people perform, what is the reason? (All about cikiryaraq.)



QUYAYARAQ: *The process of learning to be thankful.*

Normally parents teach children to say “quyana/thank you” in the presence of others beginning from the infant stages. This practice is demonstrated after helping out in the house with small chores, bringing in wood, or giving items to one another as well as learning to help others outside of the home. Children learn to quyaq/thank you for the food we eat when addressing a way to quyaq before meals, before going to bed, and even during family gatherings such as birthday parties, feasts, and subsistence gatherings. Always being quyaq/thankful is a great practice for everything we receive and being able to do besides being alive. Quayayaraq increases as we live.

How to teach quayayaraq:

Tell this story: Once there was an old Yup'ik maurluq who went black berry picking with her granddaughter on the tundra. She had a wooden bucket. They picked a long time. Granddaughter got hungry and asked to quit picking. Grandmother said, “imiuteraglunek/after we fill our bucket.” Finally, the bucket was full. Grandmother placed it on the tundra and pulled out a tablecloth from her backpack. She set the food on the cloth. Then said, first we quyaq. She stood up and yuraq/making motions toward the sky in thanksgiving for filling her bucket. They ate a good meal and went home. That is the way of being thankful in the Yup'ik style.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

Collect different items in a bag, items should include such things as kitchen tools, books, toys, candy or different foods, clothing, or school supplies. Make sure you have an equal number of items to the number of children you have in class. Have the children sit in a circle. Tell them you are going to give each child an item and that you will discuss what they are. Watch carefully their facial expressions. You will discuss the feelings you observed of each child. This is a good time to discuss how gifts at times don't make children happy. Learn how to be thankful no matter what the item is.

I care about others and do my part to make my community better

- 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

Student Activity:

Tell a story of when they attend curukaq at the hall that they are to say, “quyana” when they receive gifts. Help them to practice before they really attend by role modeling it in the class. Use objects to learn how to be thankful even if the gift is not what they wanted.

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

Art activity: Have children discuss what they have received at Curukaq. Then, have them look in magazines for the same item. Cut it out and paste it on a paper. Help them to write: quyana for this _____. Talk about where it may be found in other stores or homemade. If homemade, they can draw a picture of it.

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Discuss how to sit with families at the Curukaq when guests arrive for dancing. How do we behave at these events? Make a list of how to behave on a chart. First include anything they say. Then, next, go over the list. Ask is this right or wrong. If right, keep, if wrong, delete. Then, make a new list of how to behave well using the list children created. Can this list be the same for classroom rules? Discuss.

ELDER WISDOM

Civuliamta quyallrit ang'ut, kayuluteng-llu. Kitak kina civilian uqisqirluku kuyavkaqu payuggluku wallu uqiskirluku. Nunuliutemeng umyugarturpegnang payugciniartuten. Our ancestors' use of thankfulness is very huge and strong. Please provide Elders by sharing with them something you can.

ATERPAGTAA: *The process of being able to mention their Yup'ik name.*

When a child is born, parents and grandparents or another relative gives the child a Yup'ik name of someone who has passed on, related to them. Sometimes, names are gained when the child wants to get sick. Some children receive one name while others may have several names. The names received are either of a male or female. There is no gender in the Yup'ik names. Names become the important element of raising a child. Parents and other relatives recognize the characteristics and personality when a child acts or does something that reminds them of their namesake. Parents show their love by cooing to the child. It is showing love. Sometimes, cooing is used by the deceased's characteristics or personalities.

How to teach aterpagtaa:

Make sure students are recognized by their Yup'ik names. Ask the parents who they were named after. Learn the deceased characteristics and how their personalities were. Did they like to go hunting, berry picking, sew, or yuraq? Find out what things were enjoyed by their namesake. Then, when you correct the children, you mention them by their Yup'ik names and say, "I don't think (___) did that." This should make the child think of how their namesake behaved.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

Divide the class into two teams. Have two sets of Yup'ik names for each team. Say a name, then have the first in line go up to the pile and try to find the name. First child who finds it wins for their team. Make sure each child gets a turn to find other children's names. A good way to learn about the beginning sounds of the names in Yup'ik. When a child has difficulty knowing the beginning sounds, have their teammates help them out. Learn to care about other kid's feelings.

I care about others and do my part to make my community better

- 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

Student Activity:

Yup'ik names are harder to pronounce and spell. Do art activity with names: Write their Yup'ik names, dotting them on a large paper. Students will trace their names and decorate them with pieces of yarn or sand. Cut out different colored yarn or you can use sand. First have them dot glue on the dotted lines. Then, put yarn or sand on the glue. Continue until all letters are covered. Let it dry. Use this paper to trace with fingers to learn to spell their Yup'ik names by pronouncing the sounds. Children can help each other.

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

Get the information of the student's namesake. Write one characteristic of their namesake under their sand/yarn decorated name. Use this to show how important they are by whom they are named after. Use positive words to keep them behaved.

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Using their Yup'ik names, play a game that invites students to join circles, triangles, and squares placed on the floor with tape. Have leaders in each shape. Let them choose their teams using their Yup'ik names. If you speak Yup'ik language, do it to ask them to join you. If in English, use "please".

ELDER WISDOM

Elders told us if a child is misbehaving, we ask that child "Did Culugpak do that?" Meaning that did his/her name sake Culugpak did that? That would make a child think about their actions.

TAKAQIYARAQ: *The process of learning to respect others by honoring.*

RESPECT is a universal value. But in the Yup'ik Yuuyaraq, it is actually doing, not just mentioning it. It is an action word. When you respect Elders, you show it by saying "waqaa". You sit quietly next to them and offer them water or food. When you respect others, you don't make fun of them. When you respect nature, you don't put trash on the ground. You keep quiet when you go to the hall at curukaq time. You sit with your family.

How to teach takaqiyaraq:

Practice how to give to an Elder, not just once, but all the time. When you help with taking trash out, you do not expect to get candy or a reward. You do it for the love of them. When you go to their house, there are dishes to be done, you do it without being asked. You sweep the floor if it needs it. You are showing how respectful you are. When you have visitors at the school, you show them where to go, give them a chair to sit, and water to drink. When older students come to your class, you thank them for coming down to see you. At the hall you welcome your guests.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

Show examples of feelings to the students. Discuss what makes you sad, happy, angry, loving, envy, etc. during curukaq time when you have other guests from different villages. You can start off with their own siblings of who makes you sad and why? What do you do to not to be sad?

I care about others and do my part to make my community better

- 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

Student Activity:

At curukaq, when you sit by your parents, do you stay with them the whole time or do you go with your friends? Tell a story of how it used to be during the qasgiq/community house days before the halls. Or invite an Elder to tell stories of the qasgiq days when they danced inside the qasgiq. One good video to watch is: Emmonak's last dance in the qasgiq. Winter Drumming?

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

Watch a good curukaq/dance festival video. Afterwards, discuss how respect/takaqiyaraq is recognized in the video. Make sure you take notes while watching the video. Teach children how to recognize how our own people behave at the hall. Enjoying one another at the same time being respectful.

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Make a special dessert for class. Choose children to serve on plates. Watch who gets the first couple servings. Children might choose their special friend first. Some might raise their hands up to be served first. When all of the dessert is served, talk about what you observed. Write on chart to talk about it. Now you can talk about how it is done at the hall? When the first dancers' parents or relatives serve akutaq, who gets it first? (Usually the drummers). Discuss why it is them first. Talk about how equally it is served to the guests only first. Tell them why? All of this is a good example of takaqiyaraq/respecting the guests first to serve them. It should be the same in class.



ELDER WISDOM

Ca tamarmi takamarqut. Everything around us is to be respected. It is how we learn to do it well.

ANGLANIYARAQ: *The act of having fun, enjoy, to watch.*

At home subsistence activities and chores are taught with enjoyment, having fun. When children are laughing, we know they are doing well. When yuraq/dances are practiced, they are also done with enjoyment and fun. Gestures to the dance motions depict the stories of our lives. We laugh together because of our gestures. The stories of the yuraq makes it interesting and enjoyable. When songs are made for a first dancer humor can be added. Each child or their namesake are observed for the things they like to do or have done in the past. Children at this stage are pretty sensitive so with caution they are introduced to the humor without embarrassing them. It is with invite and letting them know when audience laughs, it is with love and likeness of what they do.

How to teach anglaniyaraq:

Yup'ik yuraq/dance and learning songs can be carried on by the bilingual teachers. Boys are taught to become drummers and girls will dance behind the boy/men dancer in front. The protocols of yuraq/dance should be taught well. Girls need to wear qaspeq and gloves for practice. Boys will wear their qaspeq too and some will drum. When a song and dance is enjoyed, "pamyua" is shouted out in order to repeat the song and dance. The song and dance continue until there is no more encore shouted out. Sometimes there is humor. Children should be taught that humor is part of being a Yup'ik. They need to learn to take it well by their participation without being hurt but by enjoyment with laughter. It is us.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

This is a good time to know and learn how to be silly to make others laugh. When you are laughed at, you are not to get angry. It is to make others laugh. In other places, there are clowns who make others laugh. We have our own humor that makes others laugh to help them to heal. Laughter heals. Explain or tell stories of these events so that children will learn that it is to help others heal.

I care about others and do my part to make my community better

- 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

Student Activity:

Ask if they enjoy feeding their pets? When they help others, how do they feel? When they make others laugh, how do they feel? Have them create a cartoon that may make others laugh. It could be by tearing paper off, and pasting to make a funny picture. Have them try it out to make a funny picture. Tell them to make it as funny as they can.

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

Art: Have cut out construction scraps that were saved from other projects. Tell the children they are going to make a funny mask. Let them create a funny mask. Have them make eyes that they can see through. When they complete them, tie a string to wear it. Tell them they are going to practice yuraq with them on.

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Wearing their masks that they created, practice yuraq/dance. If they are ready using their masks on, go to another class to perform. In this dance/yuraq they can act as silly as they want to. It is to make others laugh especially those who may be sad. Tell them it's a good practice to make others laugh to heal. They are the helpers.

ELDER WISDOM

Quyurniicetaa canrituq. It is fine to make others smile or try to make them smile.

UKVERYARAQ: *The act of learning to believe.*

Staying connected with your family, helping with subsistence activities and believing to learn how to do things will help one to succeed in life. Success is taught through the efforts of doing, thinking, trying, and being aware of your strength and skills. It comes with hard work and not giving up. Once we help children start setting goals, we will see how they will grow toward bigger things to accomplish. Yuraq/dance helps the children to begin that process. It is through this process we introduce the children to the yuraq/festival to be successful in life in whatever they do. It certainly builds their self-esteem and identity of who they are. It helps them enjoy life and stay healthy.

How to teach ukveryaraq:

Understanding our ancestral way of life in believing is helpful to become successful in today's world. Foundation in self-worth through the eyes of a true Elder helps our children succeed. Believing in their stories of what to do and not to do is of utmost importance to do what is best for every one of our children. Through their stories we can learn how we can succeed too. Yuraq is a form of believing in the stories told of a person's success. We learn of their characters and personalities that helped them succeed. Children will learn of their namesake, who they are, what they were successful for, and how they handled things in their lives. Namesakes helps the child to behave in a good manner. Becoming aware of their namesake and their cooing names are what helps to bring up children.

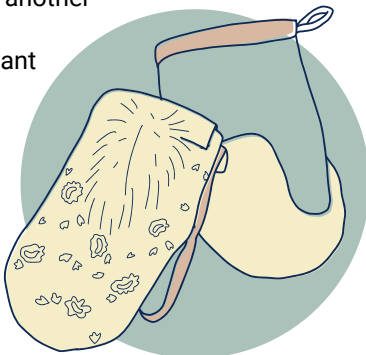
MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

Begin with who the children were named after. It could be from a namesake or from other names the parents chose. Not all children have Yup'ik names. Take their photos to print for this project. Have the students take home a worksheet about their name to ask their family: How did you name me? Who am I named after? What does my name mean? If I was named after someone, what did they like to do? If I wasn't name after another person, what are the characteristics you want me to become of?



I care about others and do my part to make my community better

- 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

Student Activity:

How can I become a community helper at this age? Discuss with students that if they believe in making their community a good place to be, that they need to take part. Make a poster of how I want to help my community. Post it in public.

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

Art: Make a mitten art out of construction paper. Use a fur mitten pattern that you can get from home or from one of the sewers. Inside this mitten will be things that I will learn to respect others. They could be written or drawn on a paper. Keep them inside the mitten until the child actually does them.

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Play a game: Group children into two teams. Get gunny sacks or tie their ankles together to race from one end to the other where you have marked the end. Keep score of who wins until everyone in the class had a chance to race. Then, change partners and race again. Keep notes of how well the students respect each other's space or who they would like to race with. Discuss in class what needs to change the next time around.

ELDER WISDOM

Inqun names are cooing names that children grow up with. Ask Elders how to start the process of cooing again. It is a good raising children style. Believe you me.

KEVGIURYARAQ: *The process of learning to be a helper.*

Learning to help starts early in the young ages. There are small chores children learn at home during subsistence seasons. One is by carrying fish from the boat to the fish cutting area. At home children can learn to put the gifts to be given away for first dancers into tubs or boxes. Letting them be involved in all we do to prepare for curuqaq as well as doing chores at home and in the community will help children learn to help. It used to be that they carried water to the house, picked berries in cups, brought bowls of food to a neighbor or a relative working late, and took the trash out. There are many ways to teach the process of learning to be a helper.

How to teach kevgiuryaraq:

Classrooms usually have a helper chart. These charts are one way to have children learn about being a helper. Most children can't wait to be leaders in line and help their teachers. It would be great to assign as many children to do the work of the day so that they are not waiting too long to help. Sometimes, when a child has to wait week to be a helper, it becomes so long before they take their turn they often lose interest. We are told by Elders to immediately let a child help whenever they ask instead of waiting.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Predict how others are feeling based on their facial expressions and body language
- Recognize words and actions that hurt others

Student Activity:

When assigning students to the helper's chart, watch their feelings. It is important to assign then, instead of waiting time. In this way, when we ask them to help, they will learn to jump into it immediately. We encourage helping immediately not next week. This is something that has conflict in schools when we have those who wish to help, wait. Discuss how they feel when they have to wait for another week to be a helper. Talk with them what solutions can they come up with.

I care about others and do my part to make my community better

- 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

Student Activity:

Have children make posters of how they will help others or their community. First discuss what are the ways to help the community. It could be keeping the streets clean and making sure there are safe places to play. How about at the clinic, community hall, post office, tribal office, and other places? Post the posters in those areas that will show how to help others.

I care about and respect the individual differences of others

- Describe ways that people are similar and different
- Name positive human qualities in others that cross all cultures and groups

Student Activity:

Art: Create a mural poster for the hall when guests come to yuraq/dance festival. What are positive ways that will help keep the hall clean. Something like, I help by picking up trash, sitting down quietly, listening to speakers, watching dancers, passing gifts, giving water, passing out cups, etc. Then end it with "quyana" for helping us too.

I care about how I perceive others and how they perceive me

- Understand the importance of respecting personal space
- Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in)
- Wait their turn, observe the situation, and how when it's appropriate to respond

Student Activity:

Discuss the observations students made at the hall after they made the mural pictures. How did everyone do? Did they find someone who read the mural? Did they see others follow the rules they created? Let the kids know they were the leaders. If things didn't happen, what are they going to do next time? This is a good way to teach children how to be helpers in the community hall as well as doing it themselves.

ELDER WISDOM

When you follow directions, you gain how to do things and you will not forget it.

YURARYARAQ: *The process of learning Yup'ik dance.*

Parents bring their children to Yuraq (Eskimo dance practice), so the children can learn how to dance. This is done at the Practice place. At the practice, children are asked to sit quietly and observe first. Then, when it is their turn to yuraq, they are asked to kneel in front if they are boys/men. Girls stand behind the boy/man. The dance teacher sits or stands in front of the new dancers facing them. Children mimic the leader who is teaching the motions or gestures to the song. Children learn the motions along with bouncing their knees if they are girls and boys bounce their bodies. Practice is continued until the song ends or the drummers stop.

How to teach yuraryaraq:

Read the book *Nasaurloom Yurallra* by Rosalie Lincoln. In each page, do a picture walk by explaining what is happening and asking questions. Then, read aloud. When done, help students create art by drawing a picture of one of the following; dance fans, head dress, gaspaq, belt, or necklace. Discuss with them what dancers use when they perform for the audience and discuss what to wear for practice. Later, have students tell a story of their experience. They can dictate what they want to say and the teacher or teacher aid helps by writing down their story.

QINUUNANI (Social Management)

I will interact well with others

- 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

Student Activity:

During practice observe how well your students pay attention to the drummers when they are singing. How well are the students following the motions to the song? Teach them how to bounce their knees. Keep practicing until they acquire the motion of both knees and arms simultaneously. Explain what the motions are; maybe unaniryuq/happy, sun, listen, look, wave, thank you, etc. Practice these motions to learn and remember. Do TPR (Total Physical Response) lessons.

ELDER WISDOM

Piingssak (To clown around or make funny faces).
"You chose to dance and in doing so, you need to make funny faces or let people laugh at us because you learned how to dance."

I will work on having constructive relationships

- Identify relationships they have with others
- List traits of a good friend
- Design a plan for making friends

Student Activity:

During practice, watch how well students get along with each other. Those who developed friendship will stand next to each other on their own. But, if you want your students to learn to gain other friends, you will stand them next to someone who needs help or one who does not have friends. Tell them what it means to be a friend, how to gain one, etc.

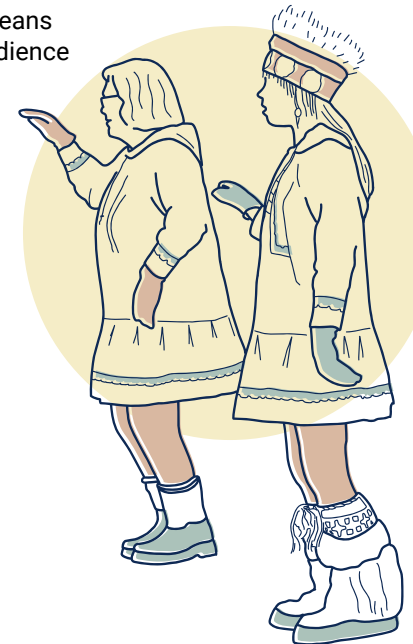
I will deal with interpersonal conflicts constructively

- 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

Student Activity:

At practice, it is a good time to learn how to solve problems that may occur such as not wanting to yuraq, not wanting to stand or sit next to someone, and saying negative words. This is the best time to use how beautiful they look when they yuraq. How they make the audience smile because they show them they learned how to dance.

What "pamyua" means is because the audience enjoyed them and want to see them dance again. Tell them they are loved, cared for, and they are becoming expert dancers!



MUNARCAQ: *The process of learning to become skillful.*

Parents teach a child to be observant when one is making something. The process of munarcaq is learned as a child observes a parent making something, for instance, a palag'ai/malagai'aq/fur hat. The mother explains each step as she sews including why one should not hurry. She demonstrates how to sew well with even stitching. Children will remember the process of how to sew as well as how tiny and evenly the stitching might be. The work the parents do in front of a child is a self-evaluation to finish a job in an excellent position. The skillfulness is shown at the same time demonstrated.

How to teach munarcaq:

Demonstrate in front of the students any skill. Be it drawing a picture of a duck or any bird in a hurry and drawing another one slowly explaining the process. Show the drawings to the kids and let them vote on which one is made nicely? Discuss why? They can also look a gaspeq/kuspak that is well done and one that worn out with holes on it. Pretend it was just made. Discuss which they would wear for yuraq. In order to be a part of curukaq, it is important to wear a nice gaspeq especially if they are to perform for the audience. Explain that the first dancers wear all new gaspeqs. It is to honor the Ellam Yua for the thankfulness of who we are, where we are, what things we have, and things we give away. Everything we do and say, we do it well.

QINUUNANI (Social Management)

I will interact well with others

- 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

Student Activity:

Ask students if they ever observed a new dancer? Discuss how elegantly they danced in front of a large group. If not, find a video of the first dancer and watch it with students. Have them watch how children acted in the video. Discuss this observation. Did they take turns, was sharing going on, did children pay attention to the speakers, when the kids received gifts did they say thank you? and so on. Talk about how they are to behave in the community hall. Practice in class to make sure students understood how to behave.

I will work on having constructive relationships

- Identify relationships they have with others
- List traits of a good friend
- Design a plan for making friends

Student Activity:

Art: Have students make welcoming cards for the guests coming to the curukaq. It can say something like: Qu yana Tailuci/thank you for coming. They can add construction paper of flowers, birds, dancers, headdresses, or dance fans. When completed, have students make envelopes to enclose their cards. Tell them they will give it to other children who arrive as their guests at the hall. Do your best to make your card look very nice to practice munarcaraq.

I will deal with interpersonal conflicts constructively

- 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

Student Activity:

Make another card but this time include a beaded necklace to give to the person they do not know at the curukaq. It could be someone new to them or someone they don't get along with. In this way, they will show they are forgiven for something that may have happened to them. It is a great way to restart friendships or make new friends. The item could be given to the person in their own village to gain friendship. Discuss with students it is a time of loving and caring for other people. That is the purpose of why we have yuraq or yurarpaq/curukaq/potlatches to help one another.



ELDER WISDOM

Our Elders used to say to take care of the catch with care; land and sea animals. You would not want to use a torn item to make clothing with.

TAKAQIYARAQ: *The process of learning to respect other people.*

RESPECT is a universal value. But in the Yup'ik Yuuyaraq, it is actually doing, not just mentioning it. It is an action word. When you respect Elders, you show it by saying "waqaa". You sit quietly next to them and offer them water or food. When you respect others, you don't make fun of them. When you respect nature, you don't put trash on the ground. You keep quiet when you go to the hall at curukaq time. You sit with your family. You listen to speakers and drummers. You watch dancers quietly.

How to teach takaqiyaraq:

Practice how to give to an Elder, not just once, but all the time. When you help with taking trash out, you do not expect to get candy or a reward. You do it for the love of them. When you go to their house, you ask to do dishes, pick up things off the floor and sweep, and fold clothes. When you have visitors at the school, you show them where to go, give them a chair to sit, and water to drink. When older students come to your class, you thank them for coming down to see you. At the hall you welcome your guests by nodding your head without a word. You smile at them. You sit quietly next to your family and watch the dancers. You listen to the drummers singing and try to recognize the songs. Watch the gestures and try to make some meaning out of them.

QINUUNANI (Social Management)

I will interact well with others

- 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

Student Activity:

Play a game: Gather Elder clothing, qaspeq, shirts, blouses, small pants, and hats. Make sure you have two sets of women's and men's clothing for 2 teams. Divide class into two teams. On the go word, first students in front will run up to a pile of clothes and put on either the man's or women's clothing: hat, shirt or qaspeq, pants or skirt or dress, and run back to their team to take them off. The next in line will put them on to run back to the pile to take them off again. Continue this until one team wins.



Kids will be laughing and possibly making fun. After the game is over, discuss feelings of being silly. Share how best to behave when these kinds of games are played, how to take turns and respect each other.

I will work on having constructive relationships

- Identify relationships they have with others
- List traits of a good friend
- Design a plan for making friends

Student Activity:

At curukaq, when you sit by your parents, do you stay with them the whole time or do you go to your friends to be with them? Talk about the reasons why they choose which persons to sit with? Then, discuss what is a friend? A friend is one who respects you by not touching, not taking your things, and by staying quietly next to you. Make a nice card to give to your new friend. Saying, "You are my friend because..."

I will deal with interpersonal conflicts constructively

- 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

Student Activity:

Is the sitting arrangement at the hall for curukaq, a conflict? Or are students who go freely back and forth into the hall during the festival a problem for those who are watching the dancers and your visitors? How are you to behave when you have visitors? Discuss either of these questions with the students. Then, have the students make posters of how to behave at the hall. Students can work together to make a nice poster. Show things like, sitting together with parents, sitting with grandparents, or with a friend. How about a picture of passing of gifts, water, or dancing? Think of something positive that students can practice to make the hall a better place to be. It could also be about the safety of kids at the hall.

ELDER WISDOM

Staying with your parents is the safest place to be when you are in a gathering place. Listening is a virtual act.

ANGLANIYARAQ: *The act of having fun, enjoy, to watch.*

At home subsistence activities and chores are taught with enjoyment, having fun. When children are laughing, we know they are doing well. When yuraq/dances are practiced, they are also done with enjoyment and fun. Gestures to the dance motions depict the stories of our lives. We laugh together because of our gestures. The stories of the yuraq makes it interesting and enjoyable. When songs are made for a first dancer humor can be added. Each child or their namesake are observed for the things they like to do or have done in the past. Children at this stage are pretty sensitive so with caution they are introduced to the humor without embarrassing them. It is with invite and letting them know when audience laughs, it is with love and likeness of what they do.

How to teach anglaniyaraq:

Yup'ik yuraq/dance and learning songs can be carried on by the bilingual teachers. Boys are taught to become drummers and girls will dance behind the boy/men dancer in front. The protocols of yuraq/dance should be taught well. Girls need to wear qaspeq and gloves for practice. Boys will wear their qaspeq too and some will drum. When a song and dance is enjoyed, "pamyua" is shouted out in order to repeat the song and dance. The song and dance continue until there is no more encore shouted out. Sometimes there is humor. Children should be taught that humor is part of being a Yup'ik. They need to learn to take it well by their participation without being hurt but by enjoyment with laughter. It is us.

QINUUNANI (Social Management)

I will interact well with others

- 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

Student Activity:

This is a good time to know and learn how to be silly to make others laugh. When you are laughed at, you are not to get angry. It is to make others laugh. In other places, there are clowns who make others laugh. We have our own humor that makes others laugh to help them to heal. Laughter heals. Explain or tell stories of these events so that children will learn that it is to help others heal.

ELDER WISDOM

Quyurniicetaa canrituq. It is fine to make others smile or try to make them smile.

I will work on having constructive relationships

- Identify relationships they have with others
- List traits of a good friend
- Design a plan for making friends

Student Activity:

Ask if they enjoy feeding their pets? When they help others, how do they feel? When they make others laugh, how do they feel? Have them create a cartoon that may make others laugh. It could be by tearing paper off, and pasting to make a funny picture. Have them try it out to make a funny picture. Tell them to make it as funny as they can.

I will deal with interpersonal conflicts constructively

- 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

Student Activity:

Art: Have cut out construction scraps that were saved from other projects. Tell the children they are going to make a funny mask. Let them create a funny mask. Have them make eyes that they can see through. When they complete them, tie a string to wear it. Tell them they are going to practice yuraq with them on.



UKVERYARAQ: *The act of learning to believe.*

Staying connected with your family, helping with subsistence activities and believing to learn how to do things will help one to succeed in life. Success is taught through the efforts of doing, thinking, trying, and being aware of your strength and skills. It comes with hard work and not giving up. Once we help children start setting goals, we will see how they will grow toward bigger things to accomplish. Yuraq/dance helps the children to begin that process. It is through this process we introduce the children to the yuraq/festival to be successful in life in whatever they do. It certainly builds their self-esteem and identity of who they are. It helps them enjoy life and stay healthy.

How to teach ukveryaraq:

Understanding our ancestral way of life in believing is helpful to become successful in today's world. Foundation in self-worth through the eyes of a true Elder helps our children succeed. Believing in their stories of what to do and not to do is of utmost importance to do what is best for every one of our children. Through their stories we can learn how we can succeed too. Yuraq is a form of believing in the stories told of a person's success. We learn of their characters and personalities that helped them succeed. Children will learn of their namesake, who they are, what they were successful for, and how they handled things in their lives. Namesakes helps the child to behave in a good manner. Becoming aware of their namesake and their cooing names are what helps to bring up children.

QINUUNANI (Social Management)

I will interact well with others

- 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

Student Activity:

Telling stories is a good way to correct the behavior of children. Read *Eye of the Needle* by Betty Hoffman. In this story, a tutgaraq is asked to go hunt food for the grandmother. Before reading, ask these questions: How hungry will the boy be? How big do you think he'll get? Will he save enough food for his grandmother? Will he obey? Then read the story. What happened at the end? Was there enough food for his grandmother, him, and who else? When you give all this food away, do you believe that there will be more for those who are hungry? Discuss the value of giving and believing in getting more the next time.

I will work on having constructive relationships

- Identify relationships they have with others
- List traits of a good friend
- Design a plan for making friends

Student Activity:

Another good story to read is *Hungry Giant of the Tundra* by Terri Sloat. Yukon Story is *Kaugucuungaq* by Nita Rearden. In these stories, the children are to obey their parents. What would happen if they did not obey their parents? Talk about how stories help us to be aware of others and ourselves so that we become better listeners.

I will deal with interpersonal conflicts constructively

- 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

Student Activity:

Compare the stories that you have read to real life in Curukaq/Ceremonial dance festival. On the next day of the yuraq/dance, usually the food is given to the guests at the community hall. Usually the locals who are parents or related to the dancer go to the hall and the guests. They are the only ones to distribute the subsistence food and some other store items. Discuss the purpose of this activity. Yupiit give away as much as they can because they believe that they will receive more the next subsisting season. Tell stories of the successful giving and receiving so that children will learn to believe in this process. It is in gratitude we do what we do.

ELDER WISDOM

Everything has a replacement. When we conserve food, it can come back more. When we give off our food too or share with others, it will come back too.

– Yurliq Nita Rearden

KEVGIURYARAQ: *The process of learning to be a helper.*

Learning to help starts early in the young ages. There are small chores children learn at home during subsistence seasons. One is by carrying fish from the boat to the fish cutting area. At home children can learn to put the gifts to be given away for first dancers into tubs or boxes. Letting them be involved in all we do to prepare for curukaq as well as doing chores at home and in the community will help children learn to help. It used to be that they carried water to the house, picked berries in cups, brought bowls of food to a neighbor or a relative working late, and took the trash out. There are many ways to teach the process of learning to be a helper.

How to teach kevgiuryaraq:

Classrooms usually have a helper chart. These charts are one way to have children learn about being a helper. Most children can't wait to be leaders in line and help their teachers. It would be great to assign as many children to do the work of the day so that they are not waiting too long to help. Sometimes, when a child has to wait week to be a helper, it becomes so long before they take their turn they often lose interest. We are told by Elders to immediately let a child help whenever they ask instead of waiting.

QINUUNANI (Social Management)

I will interact well with others

- 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

Student Activity:

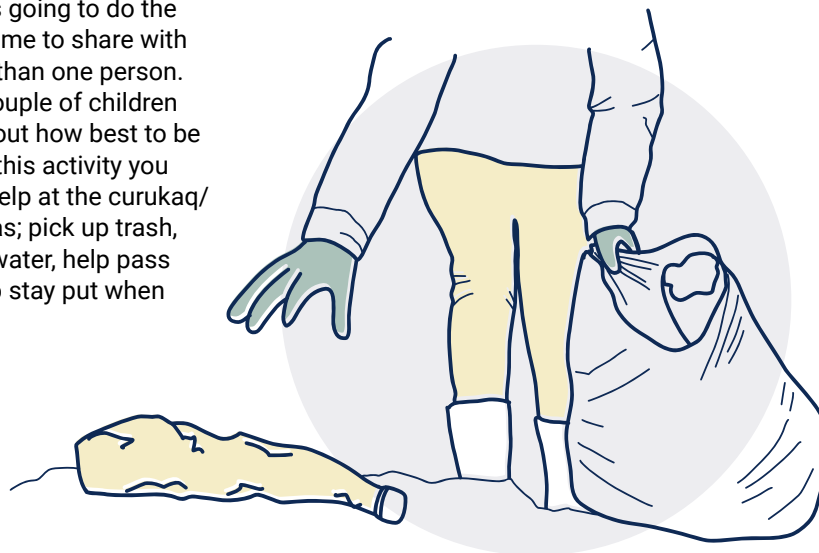
Discuss in class what are ways that the students can help. Write their responses on the chart. When it is full, let the children vote on what things they will help with. On another chart, write the ones they voted to do. Then, ask, who is going to do the helping and who is going to take time to share with others. Does anything need more than one person. Make a list of those that need a couple of children to do the chores together. Talk about how best to be buddies in doing these chores. In this activity you are to come up with how best to help at the curukaq/ dance festival. Here are a few ideas; pick up trash, throw away trash for others, give water, help pass out gifts, address other children to stay put when dancers dance, and many others.

I will work on having constructive relationships

- Identify relationships they have with others
- List traits of a good friend
- Design a plan for making friends

Student Activity:

Have children observe dance festival. It could be a video or the real activity of going to the dance festival at the hall. Ask, how did the adults help one another? When they come back to class, have them tell stories of how the adults helped each other. Make a poster of what I will do when I grow up in helping my community.



I will deal with interpersonal conflicts constructively

- 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

Student Activity:

Write a classroom book of How to Help at Curukaq. Each page should be different. Have them draw the pictures and teachers can help write the sentences of how to be a helper at the hall. When done, tell this story to one another. Then, have leaders tell it to other classrooms or to their parents when they come in for parent conference or open house.

ELDER WISDOM

Quyana for being a helper! Elders have a huge gratitude when someone helps them in any way possible. Sometimes, they reward someone in a special way.

Subsistence

Unit 1 CELLANGLUNI – Self Awareness

Cellangluni is the moment we feel what is going on. In our Yup'ik way, we do this by being grounded in our environment/nature and surroundings/weather and aware at all times.

Unit 2 ELLUANGCARLUNI – Self Management

Elluangcarluni is when we reassess our emotions and behaviors. In our Yup'ik way we do this by remembering the teachings of our Elders and use those stories to help us reflect and self-correct to increase our ability to correct bad behaviors and reset goals.

AGAYUYARAQ: *The process of learning to be thankful.*

Learning to be thankful in a spiritual way is gratifying to all Elders and adults. An Elder once mentioned that the young child's thankfulness in a spiritual way is very powerful. Even just by expressing, "thank you" to nature, water, plants, tundra, wilderness, and anywhere else, it is with appreciation that they learn to say, "thank you." All they need to do is raise their hands upward and say, "quyana" silently without saying it out loud. It is with gestures our ancestors did it in nature.

How to teach agayuarraq:

Some students express their thankfulness by nodding their heads without a word. We need to watch out for the body language that students bring to the classroom. These are acceptable answers. They can use their eye-brows with up and down motions for thanking or for answering "yes." They can use their hand gestures for "thankfulness" or by raising their arms up too. Silent languages are a nice way to express self. It is important to show acknowledgment in ways to accept, approve, and show kindness. A quiet gesture is a mindful way to express self in gratitude. Quayana.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Find posters or cards with these words on them: kind, care, love, helpful, thankful, patient, gratitude, being nice, respect, and giving. Discuss each picture or word, what do they mean? How do we take action for each one? Tell a story of how to be kind including each of the cards or find books that will help the children understand what each word means. Make sure you do a picture walk with each page.

ELDER WISDOM

Assircarluten unuamek yuqina. Be kind today.

– Yurliq Nita Rearden

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

Teach the children the gestures for how to be thankful, approval of when you receive something, and to say, "quyana" politely. Give stickers to those who do the gestures correctly or something small for learning how to quietly respond without words. You may also play a circle game, passing an item, when each child receives an item, they express gratitude by saying "quyana" politely or with a gesture. Make note of those who do it right. Correct those who need more practice.

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

Ask the children who are their buddies who can help them become kind, loving, caring, etc. A buddy support system is a good practice of helping each other to remember what is being taught. Or if they are not buddies, create this system to help each other become a better person.

I am aware of and accept my responsibilities

- 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

Student Activity:

Discuss what happens when kindness is gone, being nice, respect, etc.? What would the community or school look like if there is no caring and patience? Have them draw a picture of their stories.



TAKAQIYARAQ: *The process of learning to respect the animals.*

Learning to respect animals is a must in every culture especially in the Yup'ik way of life. We are told, animals have ears to hear our conversations when we show disrespect. When one goes out snaring, trapping, or hunting, and when they come home without a game, then, there must have been something that went wrong. It is a belief when we respect the animals, they will come to us to provide us with food. When the hunter or provider of the family is out hunting, children are supposed to learn to help their mothers take care of the home and be quiet as possible as they can be, without arguments and fighting. They are to prepare their homes to welcome the new game. If children have pets at home, it is care they show to their pets too.

How to teach takaqiyaraq:

Doing the right things by taking care of things at home even in class would help the child understand how to respect self in preparation of respecting the animals and their own pets. Respect does need to be shown how, not preached. Children learn best by doing, with the guidance of an adult, Elder or caregiver.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

Have children bring a stuffed animal to class. Tell them that they are going to pretend it's their pet and take good care of their pet. Discuss and make a list of the best ways to handle their pets, how to care for, and what to do if they leave their pets in the class. Emphasize how best to respect them.

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

ELDER WISDOM

Takarnarqut ungunssiiit. Animals are intimidating.
– Yurliq Nita Rearden

Student Activity:

Observe how well they took care of their stuffed animal. Identify which were well taken care of either by being dressed, given food, or placed well somewhere in the room. Did the children talk to them when they entered the room? Did they change their clothing? Did they wash their food trays or bowls and give them new food? What did they like about taking care of their pets? Discuss. What do they need to improve on?

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

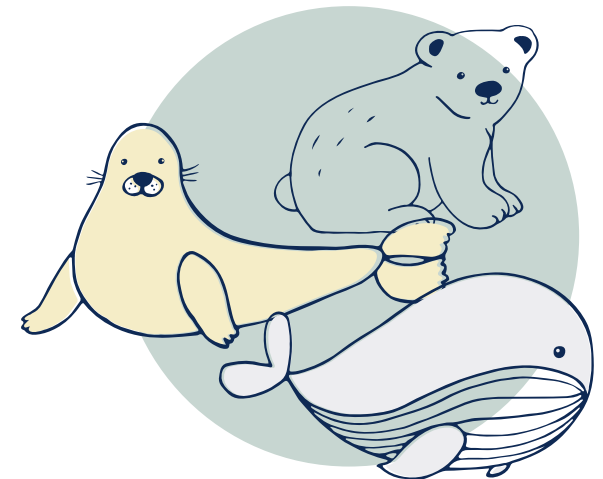
Have the children learn to introduce their pet to someone. In this case have them practice first with their buddies. They will need help with how to introduce their pets to someone else. Name, what they are, what they like to do or don't like to do, who they can turn to when they are hungry, types of food they eat, and things they like to do. Have them create a good story about their pets. Then, let them introduce their pet to an adult.

I am aware of and accept my responsibilities

- 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

Student Activity:

Ask this question to children: From the experience of taking care of your stuffed animal, did you learn how to care for your own pets at home? Or do you now know how to respect other animals? If not, what else do we need to do?



PINGNATUUYARAQ: *The process of learning to try hard.*

During subsistence days or time, working hard to accomplish what is needed can be expressed in gathering food. We were advised not to stay idle because without working together and without hard work, there would be no food especially during the winter. During winter, food sources were not collected and were scarce. Our ancestors learned to gather during the spring and all summer long until fall. The stories they told about going hungry during the famine days are very scary that one would not want to experience it again. These were the days when there was no spring or summer. In today's world, climate change may have effect on our food source. Elder's say that famine can be repeated.

How to teach pingnatuuyaraq:

Because the stories the Elders told are true, we should teach how to become a hard worker in everything we do. It is not only heavy duty work one endures by doing physical work to gather food. It can be in other areas such as learning to think things over to make changes, (thinking hard), improving listening skills, becoming a lot more aware of self in doing, making decisions, choices, and processing ways of helping out. Working to the best of our abilities is the key to becoming a hard worker. When it is accomplished you can succeed.

CELLANGLUNI (Self Awareness)

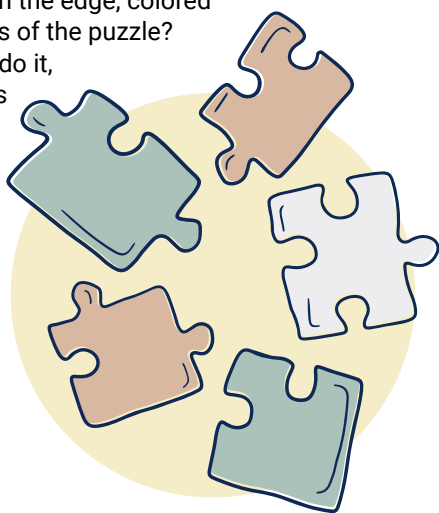
I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

There are puzzles at different age groups that we do. Try an activity that is challenging to the students of this grade level. Maybe an adult puzzle. Have the students try to figure out putting the pieces together. Do they start with the edge, colored pieces, or shapes of the puzzle?

When they can't do it, discuss the ways to solve where to begin. How did they feel when it was challenging?



I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

How about another challenging project? Building blocks or Legos that are challenging for them to do. What did they like about this project? What did they not like about this project? Are they understanding that hard work is challenging to do? How do you accomplish hard work at home, in the community, and now in school?

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

ELDER WISDOM

Pingatuulleq piurcugngauk. When trying your best and do hard work, you can succeed.

– Yurliq Nita Rearden

Student Activity:

Who do they go to when something new is put in front of them to do? How do they ask for help? When they get frustrated, do they get help from an adult or a buddy? Who is important in your community to ask for help when things don't go well? Discuss and make those things recognizable for them to ask and make sure it is safe.

I am aware of and accept my responsibilities

- 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

Student Activity:

Ask students to bring something from home to share in class. Something difficult to do that they need help with. If none, bring in a cultural project like a beaded item, sewed boots, carved spear or harpoon, etc. to teach the kids how parents worked hard on making the item. Teach them to appreciate what they have that is homemade.

KEVGIURYARAQ: *The process of learning to be a helper.*

Learning to help starts early in the young ages. There are small chores children learn at home during subsistence seasons. One is by carrying fish from the boat to the fish cutting area. They learn to carry the finished cut fish that is ready to hang to the person hanging them on racks. They learn to wash the fish in the tubs which they love to do because it's in the water. Children love to play with water so they also, learn to wash the tables, scrub the tables, and poles for dry fish. They learn to carry water from the river to the fish washing tub. They learn to stack sticks or wood for the smokehouse. They can also learn to start a fire with adult supervision. When we stack and press the dry fish into the buckets, children like to stomp the fish too. It is with fun that they learn to do the work with their mothers. They also learn to cut fish at an early age, learning how handle an uluaq the correct way. They can put pieces of dry fish in freezer bags or vacuum bags. All of this is with adult guidance. They can do the same things for putting meat away too. There are many ways to teach the process of learning to be a helper.

How to teach kevgiuryaraq:

Classrooms usually have a helper chart. These charts are one way to have children learn about being a helper. Most children can't wait to be leaders in line and help their teachers. It would be great to assign as many children to do the work of the day so that they are not waiting too long to help. Sometimes, when a child has to wait week to be a helper, it becomes so long before they take their turn they often lose interest. We are told by Elders to immediately let a child help whenever they ask instead of waiting. Create helper cards for the school.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Recognize and label emotions/feelings
- Describe their emotions and the situations that cause them (triggers)

Student Activity:

When learning to help in the classroom, what are the ways that a child can help joyfully? List on a chart while discussing the ideas with the children. Making a list helps the child to remember and learn to read what was discussed. If you can, assign a job for each child. Let them know they will trade jobs every couple weeks or whatever time you allow them to do the job. Make sure everyone has a job. How do they feel having a job?

I am aware of my traits, know what I do well, and know what areas I can work on

- Identify their likes and dislikes
- Describe things they do well
- Describe an activity/task in which they may need help in order to be successful

Student Activity:

This is a good time to discuss what chores they like to do at home and at school. Include what they don't like to do, why or why not?

I am aware of the supports I have around me

- Identify an adult they trust
- Explain situations in which they need to seek adult help (big problems/small problem)
- Understand how and where to get help in an emergency situation

Student Activity:

Who else can you help in the community and in the school? Make a list of how to help people who do other jobs: janitor, cooks, Elders, single parents, etc. How about creating a card for the workers letting them know children like to help. Be creative. Each child should give their card to the person they chose.

I am aware of and accept my responsibilities

- 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

Student Activity:

Dream idea: Find magazines of people who do different jobs that the children can visually recognize. You can make a list of them on the board. Then, have children choose what jobs they want to do when they grow up. Discuss how and what they need to get these jobs when they grow up. What are the responsibilities of each job? What are the responsibilities of the children to get there?

ELDER WISDOM

Angliquet camek calianyusit? When you grow up what job do you want to hold?

– Yurliq Nita Rearden

AGAYUYARAQ: *The process of learning to be thankful.*

Learning to be thankful in a spiritual way is gratifying to all Elders and adults. An Elder once mentioned that the young child's thankfulness in a spiritual way is very powerful. Even just by expressing, "thank you" to nature, water, plants, tundra, wilderness, and anywhere else, it is with appreciation that they learn to say, "thank you." All they need to do is raise their hands upward and say, "quyana" silently without saying it out loud. It is with gestures our ancestors did it in nature.

How to teach agayuarag:

Some students express their thankfulness by nodding their heads without a word. We need to watch out for the body language that students bring to the classroom. These are acceptable answers. They can use their eye-brows with up and down motions for thanking or for answering "yes." They can use their hand gestures for "thankfulness" or by raising their arms up too. Silent languages are a nice way to express self. It is important to show acknowledgment in ways to accept, approve, and show kindness. A quiet gesture is a mindful way to express self in gratitude. Quayana.

ELLUANGCARLUNI

(Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

Discuss ways to say thank-you or quyana when someone helps you with homework or when you get hurt. How do you express your thankfulness if you do not say the words? Discuss and introduce the body language that is acceptable for being thankful. Practice the body language that they are able to recognize someone using them when they cannot say the word, quyana. What does it mean when you use the body language or words?

ELDER WISDOM

Angliquet camek calianyusit? When you grow up what job do you want to hold?

– Yurliq Nita Rearden

I can act in an honest manner

- 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

Student Activity:

When someone tells the truth, have you ever thanked them for being honest? If not, would you like to make a thank you card for the person that told the truth. Think of a person that you know who told the truth. It could be someone in your class, your sibling, or someone else in another class or an adult. Make a pretty card with flowers and words to express your thankfulness or being quyaq.

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

Have you thanked your mother for teaching you to make good choices? If not, make another beautiful card to give to her. Or watch your mom in the things she does for you at home. Create a scene of her helping you. Then add the words, "quyana" for helping me in making good choices. I want to become a better person. When you are ready, give the card to her. It will mean a lot to her and to you also.

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

Journal: Write about what you will improve on learning how to say quyana or thank you for. Make sure you practice them.

TAKAQIYARAQ: *The process of learning to respect nature.*

Learning to respect nature is developed through the Yup'ik teachings of Elders and their examples. Traditionally, respect for nature was devoted to how well it was taken care of. For example, when families went on a trip such as berry picking or an outing in nature, and when they ate, had picnics, and built fires, they took all the trash back home, made sure fire pits were out and ashes spread but charcoal was discarded in the water. The fish bones were thrown back to the water because they lived there and land animal bones were buried under the ground. Nature was left as it was. No paper was on the ground. All used items were buried or taken home in a trash bag. Nature provided food for us and that was the reason it needed to be respected.

How to teach takaqiyaraq:

Doing the right thing by taking care of our surroundings at home and in class will help the child understand how respect for nature can be done. Students can learn to throw their trash in the right places, clean their area, and put things away in the right places. Everything we have either at home or school has a place to be. Then, at home practicing what goes back to the water and land will help the students learn what they will actually do when they are in nature. Repetition of doing the right thing is the key to make our nature well-respected.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

How do you feel when you see plastic bags blowing all over the community? What is it that you need to do? Make a poster of what needs to be done. You can write a note on them: it makes me sad when..., or it makes me happy when...

I can act in an honest manner

- 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

ELDER WISDOM

Takarnarqut yuilquq. Nature is intimidating.
– Yurliq Nita Rearde

Student Activity:

Observe how well they took care of their classroom. Identify how well taken care of the class is by being self-aware of picking up trash even in the other areas of the school building. Go on a building field trip and look for trash that is not picked up. Note where it is. Then, back in the classroom, make a poster of what areas need to be cleaned and stay cleaned. Hang the poster in the area that needs to be cleaned.

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

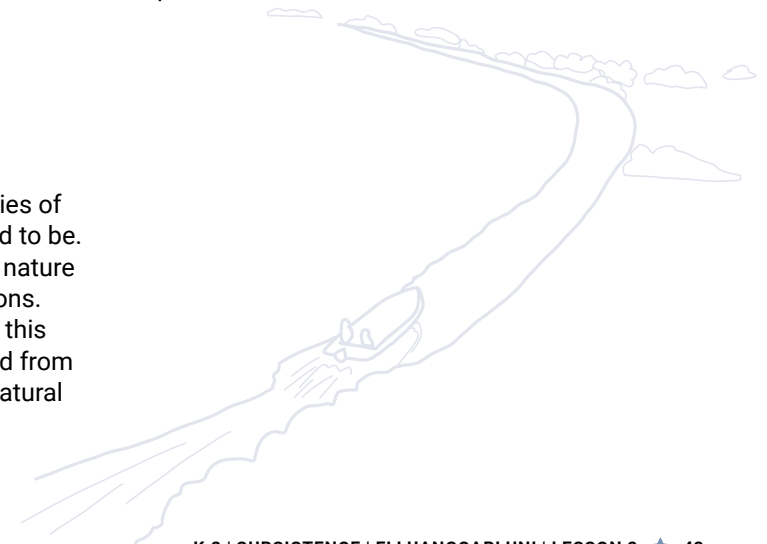
Invite an Elder from the community to tell stories of how the village and areas of berry picking used to be. What is it that they learned for how to respect nature in their times? These stories are learning lessons. Ask the Elder how to take care of Nature? Ask this question to children: What is it that you learned from the Elder's stories of how to take care of the natural environment?

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

Do an art: Make a picture of nature with tundra, mountains, trees or grass, river or lake, and people enjoying a river trip or picnic and show how clean and clear their message is and how well nature is respected.



PINGNATUUYARAQ: *The process of learning to try hard.*

During subsistence days or time, working hard to accomplish what is needed can be expressed in gathering food. We were advised not to stay idle because without working together and without hard work, there would be no food especially during the winter. During winter, food sources were not collected and were scarce. Our ancestors learned to gather during the spring and all summer long until fall. The stories they told about going hungry during the famine days are very scary that one would not want to experience it again. These were the days when there was no spring or summer. In today's world, climate change may have effect on our food source. Elder's say that famine can be repeated.

How to teach pingnatuuyaraq:

Because the stories the Elders told are true, we should teach how to become a hard worker in everything we do. It is not only heavy duty work one endures by doing physical work to gather food. It can be in other areas such as learning to think things over to make changes, (thinking hard), improving listening skills, becoming a lot more aware of self-management in doing, making decisions, choices, and processing ways of helping out. Working to the best of our abilities is the key to becoming a hard worker. When it is accomplished you can succeed.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

Discuss how you manage when someone takes away a toy from you? Do you get upset easily? How do you manage this feeling? You can create a pretend play of this scene and act it out. Then, practice how to walk away from it without causing any problems. What other things do you walk away from?

I can act in an honest manner

- 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

Student Activity:

Discuss how to tell the truth. You need facts. No made-up stories. What happens when someone lies? Think of playing out on the playground and you happen to see a couple of kids fighting. What are the true facts you can pick up from two kids fighting?

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

When your teacher assigns you homework, when do you do it? Immediately when you get home, after dinner, or when? What is a good decision to get your homework done? Do you keep up to the plan? How about if your friend wants you to go play out or have you come to their house to play and you have homework to do? What is your choice?

ELDER WISDOM

Angliquet camek calianyusit? When you grow up what job do you want to hold?

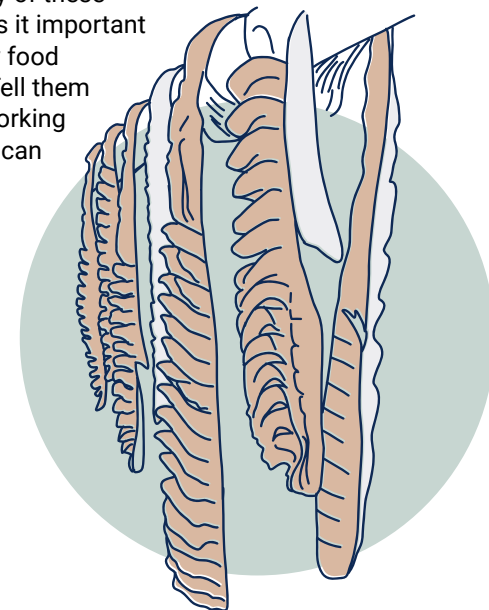
– Yurliq Nita Rearden

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

What are good things you have done to help your family during subsistence time? Cutting fish, plucking a duck, or helping with putting moose meat away? Have you done any of these chores at home? Is it important to help with family food gathering? Why? Tell them to tell stories of working hard at home that can relate to school work too.



KEVGIURYARAQ: *The process of learning to be a helper.*

Learning to help starts early in the young ages. There are small chores children learn at home during subsistence seasons. One is by carrying fish from the boat to the fish cutting area. They learn to carry the finished cut fish that is ready to hang to the person hanging them on racks. They learn to wash the fish in the tubs which they love to do because it's in the water. Children love to play with water so they also, learn to wash the tables, scrub the tables, and poles for dry fish. They learn to carry water from the river to the fish washing tub. They learn to stack sticks or wood for the smokehouse. They can also learn to start a fire with adult supervision. When we stack and press the dry fish into the buckets, children like to stomp the fish too. It is with fun that they learn to do the work with their mothers. They also learn to cut fish at an early age, learning how handle an uluaq the correct way. They can put pieces of dry fish in freezer bags or vacuum bags. All of this is with adult guidance. They can do the same things for putting meat away too. There are many ways to teach the process of learning to be a helper.

How to teach kevgiuryaraq:

Classrooms usually have a helper chart. These charts are one way to have children learn about being a helper. Most children can't wait to be leaders in line and help their teachers. It would be great to assign as many children to do the work of the day so that they are not waiting too long to help. Sometimes, when a child has to wait week to be a helper, it becomes so long before they take their turn they often lose interest. We are told by Elders to immediately let a child help whenever they ask instead of waiting. Create helper cards for the school.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Identify ways to calm themselves
- Demonstrate constructive ways to deal with upsetting emotions
- Walk away/remove themselves from a triggering event

Student Activity:

Children easily can get jealous of their friends who do a job that they want to do in the class or in any area of the school. Discuss how to deal with jealous feelings to practice not to have this feeling. Give examples of what can happen when one lets it continue, causing other problems to grow. What are the solutions to take care of jealousy?

I can act in an honest manner

- 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

Student Activity:

Play the game of 2 lies and a truth: You make up two lies in a sentence and a true one. Be as serious as you can be. Write them down on the board or just say the sentences. Ask the students, which one is the true sentence. Keep a tally on what each child thinks. Then, at the end, tell the truth one. Let the children try. How do they know if it is a lie?

ELDER WISDOM

Angliquet camek calianyusit? When you grow up what job do you want to hold?

– Yurliq Nita Rearden

I can make good decisions

- Describe ways to promote the safety of themselves and others
- Recognize that they have choices in how to respond to situations
- Implement stop, think, and act strategies in solving problems

Student Activity:

When working with your siblings or friends, how do you know when you should make a good decision if one of you chooses not to do any chores at home? Discuss how to best make choices.

I can set and achieve goals that will help me to be successful

- Identify a goal (wish, dream)
- Identify the steps needed to perform a routine task or accomplish a goal
- Describe something they have accomplished

Student Activity:

What is your wish of what you want to become when you grow up and why? Does it involve helping others? Draw a picture of your make a wish idea. Then, share what it is and why.



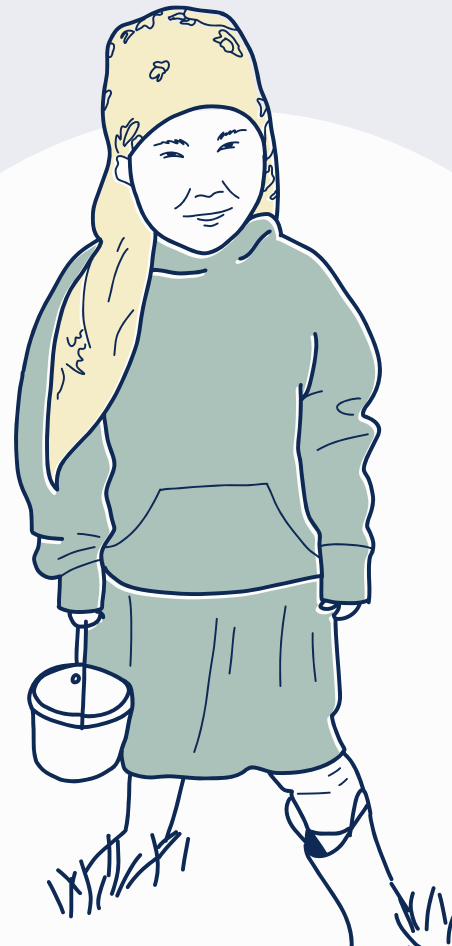
PULASARAQ
Grade 3-5

Family

Curukaq

Subsistence

Native Youth Olympics





Family

Unit 1 CELLANGLUNI – Self Awareness

Cellangluni is the moment we feel what is going on. In our Yup'ik way, we do this by being grounded in our environment/nature and surroundings/weather and aware at all times.

Unit 2 ELLUANGCARLUNI – Self Management

Elluangcarluni is when we reassess our emotions and behaviors. In our Yup'ik way we do this by remembering the teachings of our Elders and use those stories to help us reflect and self-correct to increase our ability to correct bad behaviors and reset goals.

CEÑIRCARAQ: *The process of learning to visit adequately.*

Traditionally in Yup'ik culture, children were taught to respect the home when they visit someone's home. When entering a home, one was to wait to be addressed to be invited to come in and sit or play with the other children. Another respectful thing to do was to take their coats or shoes off when entering the home. And again, it was wise to use indoor voices, speak only on what you are doing at the moment instead of gossiping. And then, staying for an hour or less was enough time so that the home is not being interrupted of their plans or what they are doing. Visiting protocols were learned to respectfully do things when visiting. Sometimes, you get invited to stay for lunch or dinner, then, permission from the parents is needed before sitting down to eat.

How to teach ceñircaraq:

Role playing will be the best way to teach the proper way of visiting. Before you tell them how to do it, have the children come up with their own play. They can get into groups of 4 to discuss and write out their event of how to visit a friend. Have each group present. Take notes of what was the right thing to do. Take the mistakes for further discussion at another time.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Sometimes we visit a friend, relative, or someone we are close to when there is a death. What emotions do you experience at this time? How do you deal with your own emotions when this happens? Do you ever get advice from your parents or someone you know? How are you to behave when this happens?

I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Learning to visit has personal qualities that need to be taught continually. Make a list of the qualities we have in our culture. Discuss with students, are these good Yup'ik qualities? How will we learn to practice them to make ourselves well respected by others when we behave well?

I am aware of the supports I have around me

- 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

Student Activity:

Identify what Nukalpiaq is: Make a list of the qualities he/she needs to have. What are the roles you can gain from a nukalpiaq and follow through as you are learning how to be a successful hunter? Identify skills of a qaspeq/atkuq maker: what are the skills you need to practice in order to meet and learn to be a skilled sewer or a successful artist?

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruyutait, *Yup'ik Words of Wisdom*

I am aware of and accept my responsibilities

- 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

Student Activity:

School work: What is your responsibility in order to access knowledge from books? Discuss why reading is important and how you can make it your responsibility to learn from books. What do you need to do daily?



ILAKUYUUCARAQ: *The process of learning to be a friend, relative, and a community member.*

Traditionally in Yup'ik culture, children were advised daily, "*Ilaten kitek assiqurluki ernerpaq pikiinga* - Today as you go along, be kind to your friends." Hearing this daily in the morning was to remind us that we are to be kind, helpful, and treat our friends and siblings with respect. It stayed with us throughout the day when this was advised to us because at the end of the day, before bedtime, we were asked, "how was your day?" We learned to tell honestly what kind of a day we had. It included how well we played together, who we were with, when we visited aunts, uncles, or cousins how we behaved, and even when we went to places or homes of another person, we were advised to stay kind the whole day. We were not allowed to say anything to hurt others nor do any harmful activities to be hated by others.

How to teach ilakuyuucaraq:

Stories from the Elders on how to get along well with others will enhance how children are to get along with one another. *The Hungry Giant*, by Teri Sloat, is a story to correct the behavior of the children for disobeying parents. This would be a good start. Read the story and discuss why the children got into trouble. How can you rewrite the story to make it right.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Discuss the feelings of the children in the story of *The Hungry Giant*. Happiness, fear, sadness, and others using the picture cues. What could have happened if children obeyed their parents? What happens to you when you disobey your parents?

I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

What if Activity: Reread the story with a different purpose. This time pay attention to the chickadee and the crane and their reactions to help the children. What if they were one of the birds. What other ways would they have helped the children? Make up a story of other ways to help that can be successful for the children.

I am aware of the supports I have around me

- 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

Student Activity:

What does it mean to be a positive role model? Discuss this term and come up with a list that identifies the characteristics of a role model. Talk about these characteristics what each means. Then, ask who would like to follow and learn about being a role model. What do you need to do?

I am aware of and accept my responsibilities

- 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

Student Activity:

What can you do to be a responsible person in your school, just like the crane and the chickadee? Make a comparative list but this time concentrate how to be a responsible person at the school.

ELDER WISDOM

Qaneryaurpailegmi mikelnguq murilkengtuuq. A child is alert and able to grasp information before being able to speak.

– Frank Andrew, p. 116, *Wise Words of the Yup'ik People*.

PELLUGCECIYARAQ: *The process of learning to forgive.*

Culturally and traditionally, asking for forgiveness was addressed to someone who was watching over you and to each other. Our ancestors recognized and knew when they did something wrong. For instance, nukalpiaq/hunters/trappers knew something happened and knew they did something wrong when they were not catching. It could be because they did not properly build a fish trap, or snares were not aired out long enough to clear the human scent. Or it could be that their wife did not properly take care of the home or their catch. They corrected the wrong doings by following the rules of the Yupiit values. At times, it took a long time to correct the right thing. Once corrected, it was not repeated because they knew they were forgiven.

How to teach pellugceciyaraq:

Children are taught to say, "I'm sorry when they are recognized for doing something wrong to a friend, siblings, or others." There is immediate forgiveness or not a word said. Let us think a moment of what makes sense to them or mean anything? Do they know once you forgive someone, you do NOT repeat the action again? Once forgiven, it is not to be repeated or it needs to be avoided in order for it to not repeat. How can this be taught? It should be taught by modeling, explaining, role playing, and learning to recognize that forgiveness is the best thing to do. It is not easy to do so but it can work.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Play the game, Simon Says. Have students stand in a row up front. Teacher will say, "Simon says, take 2 baby steps forward" etc. Children are to follow the exact directions. If they make a mistake, they are to say, "I'm sorry." Teacher forgives, then repeats directions. Feel what emotions begin to evolve when constant "I'm sorry" is said, and you try to forgive each time. Talk with children how hard it is to always forgive and what needs to change to make the forgiving only done once.

ELDER WISDOM

"Do not say anything you want to a person without considering his feelings during your short life. A tongue hurts even though it's small."

– Paul John, Yup'ik Words of Wisdom.

I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Discuss with students what it means to forgive someone and why it is important not to repeat. Make a list of what needs to improve in school to learn how not to repeat wrong doings.

I am aware of the supports I have around me

- 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

Student Activity:

Answer these questions:

1. Who taught you to say, "I'm sorry?" Discuss.
2. Who taught you how to "forgive?"

3. What does it mean to forgive someone who did wrong?
4. What consequences do you face when you do something wrong? Why?
5. Do you think animals can hear you if you need to forgive them if by chance, you mistreat them? Why or why not?
6. What traditional stories have you heard that relates to how our ancestors "forgave" one another?

I am aware of and accept my responsibilities

- 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

Student Activity:

How responsible are you for your actions? Draw a picture of the things you are responsible for either in school or at home. Share with the class or your group. Make it positive and how do you continue this action.

UKVERYARAQ: *The act of learning to believe.*

Staying connected with your family, helping with subsistence activities and believing to learn how to do things will help you succeed in life. Success is taught through the efforts of doing, thinking, trying, and being aware of your strength and skills to acquire. It comes with hard work and not giving up. Our ancestral world deeply respected the land, water and air including the weather. Each of them enjoyed life by staying healthy. What Elders say to us and the stories they tell are real. They are told from time immemorial, being authentic with historical events. If we believe what we hear from them, it makes it right for us.

How to teach ukveryaraq:

Stories from the Elders of how well to get along will enhance how children are to get along with one another. Stories help us learn about the values. The values include how to be thankful for the animals, fish, and birds. Being thankful for what we have and sharing it with family and those who are less fortunate in our communities. Oftentimes, a student's culture is not appreciated nor do they hear how beautiful of people they are and how their culture is so important to where they live. Their identity, self-esteem and who they are should be accepted in believing in themselves to succeed in the world.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Discuss the emotions of the children in the story, *The Hungry Giant*. Ask the students if they ever have the same feelings while in school, at home, or in the community when things do not go as they wish? Which emotions can help them make good choices?

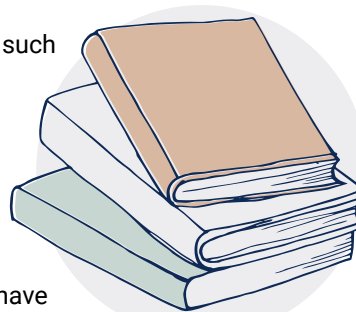
I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Choose another book such as *The Berry Magic*, *Eye of the Needle*, or *How the Crane Got His Blue Eyes*. What are the values taught in each book? Create a play from one of the books where you will have a scenario of telling the truth.

You can have a beginning, middle, and end of a story created by the children. When practiced well, perform for another class.



I am aware of the supports I have around me

- 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

ELDER WISDOM

Qaneryaurpailegmi mikelnguq murilkengtuuq. A child is alert and able to grasp information before being able to speak.

– Frank Andrew, *Wise Words of the Yup'ik People*.

Student Activity:

What does it mean to be a positive role model? Discuss this term and come up with a list that identifies the characteristics of a role model. Does the role model share food, tell stories, or help with correcting wrong behaviors? Talk about these characteristics and what each means. Then, ask who would you like to follow and learn about being a role model. What do you need to do?

I am aware of and accept my responsibilities

- 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

Student Activity:

What kinds of things can you do to be a responsible person in your school, a principal, teacher, nurse, pilot, mail carrier, or who? Make a comparative list but this time concentrate how to be a responsible person at the school.

ILALIURYARAQ: *The process of being a kind, friendly, and social person.*

Traditionally in Yup'ik culture, children were instructed each morning before they left the home to be kind to their cousins, friends, and visitors. It was a good reminder each morning to hear our mothers or grandmothers repeatedly say, "ernerpaq kita ilaten assiiqurluki pikiinga," "today be kind to all whom you will interact with." It was soothing to hear this first thing in the morning before leaving the house. And when a child came to any confrontation, they corrected themselves to be friendly and get along with others. This was instilled in every child; kindness and friendliness in the villages. The kindness and friendliness to visitors broke when students started traveling to big cities. Many experienced the advice to not to be friendly to strangers. It was to avoid crime from others. Our world has changed.

How to teach ilaliuryaraq:

Today we face problems with violence, crime, hatred, bullying, and insane words in the schools. The term, ilaliuryaraq, in the Yup'ik value can be retaught how best to treat other children making choices of words that will help kids to say, understand, and behave in the manners we want children to be. How to be kind in our culture needs to be taught again and again in order for our students to learn to become a real human being.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- As an adult, model self-talk, and then discuss how you are using it
- Students write a story showing positive choices. Be sure the story shows the characters' thoughts as they are making the choices
- Use fill-in-the-black "I messages" as a practice tool

Student Activity:

Discuss what it means to be; "a real human being" in the Yup'ik culture. Ancestors were kind, friendly, helpful, and thought before replying to any questions that were asked. They learned not to talk back, to listen carefully when someone was talking and not to interrupt. They used thought processes on things they heard, meaning they let it set in their minds and went through it like a story picture. Tell a cultural story that includes; kindness, friendliness, or helping. Then, have the students think it over in their minds like a story. Lastly, have the students draw a picture of each section. Have them retell the story they heard using their pictures. Are they accurate? Do they need to make changes, add, delete, or start over?

I can act in an honest manner

- Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway
- Identify historical characters whose integrity improved a situation

Student Activity:

First define bullying. Then when it is clear, discuss with children if they have been bullied in the classroom, on school grounds, at home, or in the community? Talk about it, then, discuss how honest they need to be if they are going to report when witnessing bullying. Dishonesties can lead to trouble. Why or why not? Discuss.

I can make good decisions

- Read the 'Choose your own Ending' books as a class and brainstorm the possible endings
- Practice win-win problem solving strategies (i.e. RCCP)
- Assign group work and ensure that all students are active participants (see *Kagan's Cooperative Learning Strategies*)

ELDER WISDOM

"I speak of things that I know, and I do not speak of things that I made up."

– Hilary Kairaiuak, Chefornak, *Wise Words of the Yup'ik People*

Student Activity:

Discuss what fighting is? Ask have you seen someone get into fight? What did you do? Do you join them? Do you stop them? If you were to talk to them, what are you going to say? Will you correct them to be kind to one another? What does kind mean? Do you practice being kind? Discuss with students the answers you give to find out the truth.

I can set and achieve goals that will help me to be successful

- Students write a dialogue between a teacher and a reluctant student, explaining why school is important
- At the end of a project, students think of one thing they could have done differently to make the project even more successful
- Chart daily and weekly goals

Student Activity:

In your eyes, who is successful in the village? Why do you think so? Is kindness part of it? What does success mean? What things do you need to do in order to become a successful student? Choose anyone of the questions to talk about how to be kind in your success stories.

UMYUANGCARYARAQ: *The process of being mindful, thinking it over, and fixing your thoughts.*

Culturally, thinking things over before speaking or before acting upon the thought is encouraged by Elders. Keep a positive mind. Traditional parenting was based on a story or facts of life to correct a negative behavior. For instance, here is a story about a little girl playing with her sister outside her home, making mud pies using old cans. A younger brother bothered them by taking away the cans. The little girl pulled and scratched his arm. He cried seeing his blood pouring out of his arm and ran into the house. Dad was nearby watching. He came over and sat next to the little girl. The little girl started crying, and dad calmly explained how human scratch can infect a person. This gave the little girl to think about her behavior. She wasn't scolded but given a fact. She corrected her own behavior thinking it over and never again scratched another person in her life. True story.

How to teach umyuangcaryaraq:

Encourage students to keep a positive mind. Think before speaking. Traditionally, there is a time when a question is asked. A bilingual person will think before answering any question. In their minds, they think it over to come up with an answer. Sometimes, an answer may not arrive until the next day or in a week. When there are no answers, they say, "I don't know." Today, monolingual speakers answer any questions in a matter of time. Reminding the students to think about their question before answering would be a good practice. Give a couple of minutes to answer.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- As an adult, model self-talk, and then discuss how you are using it
- Students write a story showing positive choices. Be sure the story shows the characters' thoughts as they are making the choices
- Use fill-in-the-black "I messages" as a practice tool

Student Activity:

Play a game of "I Spy." You ask questions and students have to think and search for answers. Use questions like: what is round and flat in the room? Make more questions observing your room. Make sure students take turns by raising their hands to answer. Ask did you think about the question before answering or did you look right away? Discuss.

I can act in an honest manner

- Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway
- Identify historical characters whose integrity improved a situation

Student Activity:

Invite a guest speaker to a topic of listening. Have them speak for 5-10 minutes. Tell the students they are to listen without interruptions. Observe how long they can actually sit and listen. When the guest speaker leaves, discuss the difficulty of listening or not.

I can make good decisions

- Read the 'Choose your own Ending' books as a class and brainstorm the possible endings
- Practice win-win problem solving strategies (i.e. RCCP)
- Assign group work and ensure that all students are active participants (see *Kagan's Cooperative Learning Strategies*)

Student Activity:

Discuss with students how to be a good listener when visitors or guests come to your class. Have them decide what is the best way to ask, behave in front of a guest, and how to respect the guest.

ELDER WISDOM

"I speak of things that I know, and I do not speak of things that I made up."

– Hilary Kairaiuak, Chefornak, *Wise Words of the Yup'ik People*

I can set and achieve goals that will help me to be successful

- Students write a dialogue between a teacher and a reluctant student, explaining why school is important
- At the end of a project, students think of one thing they could have done differently to make the project even more successful
- Chart daily and weekly goals

Student Activity:

Write down goals of how to become a good thinker by listening. These things can be from the cultural point of view. Gather them from the Elder to make goals. Students should practice them at all times.

IKAYUUCARAQ: *The process of learning to be helpful.*

Traditionally learning to become a helpful person was practiced from the early stages up to adulthood. It is an acquired skill to learn to be helpful to those in need. In the village, it starts with things like helping pull the boats up to the land in the fall before freeze up and helping to take the boats down to the river after break-up. When a seal or moose is caught, not only family members help for themselves but others were welcome to help with butchering the catch. Most of the learning to be a helpful person started with the community doing something together so that it becomes easy to do, so when you are alone with another person who needs help such as getting ice water for the elderly, chopping wood, and taking the trash out to the dump, without expecting payment from them. When it comes to payment, helpfulness is not acquired but doing a job for pay.

How to teach ikayuucaraq:

Class projects are one way to teach ikayuucaraq. When someone needs assistance there should be another student to help the one that can learn the skill of helping out. Projects such as learning a craft, art, play, or preparing for certain events where there are things to take care of, can be places where help is taught. It should be done without complaints or nagging who does what, and doing it with the thought of I am helping.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- As an adult, model self-talk, and then discuss how you are using it
- Students write a story showing positive choices. Be sure the story shows the characters' thoughts as they are making the choices
- Use fill-in-the-black "I messages" as a practice tool

Student Activity:

How does it make you feel when you help an Elder? How about when you help your parents? What do you gain helping older people? Is Elder's or parent's gratitude bigger than you're helping them? What does this mean? Discuss or tell a story about it explaining how gratitude can be received not by money but in a different way.

I can act in an honest manner

- Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway
- Identify historical characters whose integrity improved a situation

Student Activity:

When did you learn about telling a lie? When you did, if there are those who are not afraid to tell, how did you feel? Why is it important to tell the truth? What are your ground rules for telling the truth? Talk about these questions as you're talking points.

I can make good decisions

- Read the 'Choose your own Ending' books as a class and brainstorm the possible endings
- Practice win-win problem solving strategies (i.e. RCCP)
- Assign group work and ensure that all students are active participants (see *Kagan's Cooperative Learning Strategies*)

Student Activity:

Tell stories of helping others. Listen to their ending story. Have them create other ways to end a story they told. Now, retell the story they created. What did you think?

ELDER WISDOM

Cat tamarmi nunulitengqellratuq. Everything in life has a reward.

– Yuuyaraq Poster, 1997

UKVERYARAQ: *The act of learning to believe.*

Staying connected with your family, helping with subsistence activities and believing to learn how to do things will help you succeed in life. Success is taught through the efforts of doing, thinking, trying, and being aware of your strength and skills to acquire. It comes with hard work and not giving up. Once we help children start setting goals, we will see how they will grow toward bigger things to accomplish. Enjoy life, and stay healthy. Being honest with real life experiences will help make them believe in things that work as a Yup'ik person. What Elders say and of our past stories are real, told from time immemorial, authentic, and true. If we believe what we hear from them, it makes it right for us.

How to teach ukveryaraq:

Reading or telling stories of our ancestors' ways of life is one way to learn to believe the true values they carried on with. For example, learning about the characteristics of your namesake can help to correct the behavior of the child. Because when we say, "that is not how your namesake would behave at your age" is true. It will help the child to correct their own behavior. Finding books to read about the values such as *The Berry Magic*, *Eye of the Needle*, *Hungry Giant*, and *How the Crane Got Its Blue Eyes* will help the students. What value is taught in each book?

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- As an adult, model self-talk, and then discuss how you are using it
- Students write a story showing positive choices. Be sure the story shows the characters' thoughts as they are making the choices
- Use fill-in-the-black "I messages" as a practice tool

Student Activity:

Discuss the emotions of the children in the story, *Hungry Giant*. Ask the students if they have ever had the same feelings while in school, at home, or in the community when things do not go as they wish? Come up with emotions that can help them make good choices.

I can act in an honest manner

- Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway
- Identify historical characters whose integrity improved a situation

Student Activity:

Choose one of the books you have read and create a play with the children where you will have scenarios of telling the truth. You can have a beginning, middle, and end of a story created by the children. In each section, tell a truth about the story. When they are ready, perform for another class. Make it fun and enjoyable.

I can make good decisions

- Read the 'Choose your own Ending' books as a class and brainstorm the possible endings
- Practice win-win problem solving strategies (i.e. RCCP)
- Assign group work and ensure that all students are active participants (see *Kagan's Cooperative Learning Strategies*)

Student Activity:

From one of the books you read or the play the class created, how would you change the ending. Discuss possible endings, and list on a chart. Choose one that the children can practice. Why did the children choose this instead of the others? If done individually, have them write which ending they would pick and why. Later, have them present their own written reasons.

I can set and achieve goals that will help me to be successful

- Students write a dialogue between a teacher and a reluctant student, explaining why school is important
- At the end of a project, students think of one thing they could have done differently to make the project even more successful
- Chart daily and weekly goals

Student Activity:

Why is school important? Have a debate in the class why they think school is important or not? Then, if it's a good debate, have students do a report to the Tribal office or another class.

ELDER WISDOM

Ukvertarluta anglituukut qanruytnek. We believe in our way of life as we grew up.

– Yuuyaraq Poster, 1997



Curukaq

Unit 1 MURILKELLUNI – Social Awareness

Murilkelluni is to understand the feelings and perspectives of others. In our Yup'ik way we do this by learning from our Elders and show care in a positive way. We speak to others in a loving, caring way and with compassion.

Unit 2 QINUUNANI – Social Management

Qinuunani is a way of handling our emotions in social settings in a quiet manner with deep concern for the relationships we have with others. In our Yup'ik way we do this by building upon the healthy way of living and being, seeking help from Elders to handle conflict in a caring way and seeking support from those who show examples of living a quiet peaceful life.

CIKIRYARAQ: *The process of learning to share and give.*

Culturally, learning to give and share is taught as early as in the infant and childhood years. Babies are taught how to give by handing them a gift and to hand out to another person. This continues on to give to others through their namesakes, related to them. They remember their birthdays, anniversaries, feast days, holidays, and the special day of their departure from earth. All gifts are not necessarily materials but can be food or small things, helping out with the house or outdoor chores, or bringing them their first catch such as sharing of birds, moose meat or fish.

How to teach cikiryaraq:

The process of giving is taught early and it helps avoid becoming stingy or selfish. Explain to the children how potlatches use gifts that are relevant to give to strangers for boys and girls. Boy's gifts include a shovel to indicate they are ready to shovel the snow on the path to the qasgiq. An axe is given away to let the audience know that the boy is ready to chop wood for others, and then, a galvanized bucket to pack water for the elderly. For the girl, it is a broom and dust pan identifying she can sweep the qasgiq where men worked. A basin, cloth and soap, are given to indicate use of it in the maqi or to clean the home. A miisskaa/pan indicates she can make akutaq to give to the hungry and she can feed many. Water goes with it for the singers at the potlatch to show respect for them. Other gifts are also included such as spears, fabric, and animal skins and much, much more depending on a family group or first catches.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- 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

Student Activity:

Bring items to class: shovel, axe, bucket, basin, pan, soap, broom, and dust pan. Demonstrate how to safely use a shovel and an axe. How to safely sweep and pick up dust. Then, have the children demonstrate to you. Do a survey of who knows how to use the items used to give away for the first dancers. Let children know that the chores using these items are significant and important to our culture. It means to become helpers for the Elders in the community.

ELDER WISDOM

Yuraq pirpaqaput. Eskimo dance is very important to us.

– Yurliq Nita Rearden

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Discuss what they need to learn before their first dance. Chores that they need to do in the community. Discuss how they feel? Also, add to the list of other chores (picking up trash) for the betterment of the community.

I care about and respect the individual differences of others

- 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

Student Activity:

Discuss what the social skills are when your village has guests come for the potlatch. What are the protocols for behavior in the gym? During yuraq? During passing of the gifts? When water is passed around to guests? How are guests treated?

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Discuss the meaning of yuraq. Men kneel. Women stand. Why? Use of headdresses, belts for woman. (Beauty and to keep unforeseen evils away). Ancestors songs handed down. Family songs. How to behave when yuraq. Who can be silly? Facial expressions. Meaning of the motions. How are stories made? Meaning of dance fans, why 5 feathers for men, why decorative and animal emblem for women? Reasons for wearing qaspeqs. When people perform, what is the reason? (All about cikiryaraq.)

QANEMCI- : *The process of learning to tell a story.*

Culturally, our Yup'ik yuraq/dance tells stories. Usually when a song is prepared to be composed, yuaruciyaesta, one who creates the song and dance, will think of a moment or event a child or person did. It could be traveling, fishing, hunting, berry picking, taking a maqi, riding a sled, snow machine, kayak, driving a motor, setting traps or snares, watching birds flying or walking on the tundra, sewing, eating, looking around, etc. including emotions of happiness, gratitude, and what is happening in our lives in the modern days. Land, air, and water descriptions are included. All of these tell a motion story in a song.

How to teach qanemci- :

Storytelling is a skill. Our ancestors were skilled in telling a story with locality descriptive words, quotations from characters, humor, imagery, point of view and style. When you listen, you can follow the story just like you are watching a movie and are able to visualize the scenery and characters in your mind. Yuraq has motions that tell stories. It is a great way to learn how to tell a story. It is interesting to figure out the motions that depict the character of the person in the yuraq. In writing you would come up with complete sentences from a yuraq a person is performing. There are many other ways to learn how to tell a story.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- 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

Student Activity:

Watch a video of a yuraq/dance group. Pay special attention to the facial expressions and motions of the dancers. How do you know when they express happiness? How do you know the meaning of the motions? Or have students tell stories of their first dances if they have.

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Listen to a Yup'ik yuraq song on a tape or video. Only listen, no pictures. How do you feel when you listen to a Yup'ik dance song? What parts make you happy? What parts make you want to dance? How does community help you dance? What is your role in a yuraq?

I care about and respect the individual differences of others

- 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

Student Activity:

Learn a Yup'ik song and dance. Or use the first dancer's song. What things were included to make your yuraq a happy one, humorous one, or something about it that told a story of you. Did your first dance help you to correct your new behavior? What are new things you do now? Leader, care of others, helpfulness, etc?

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Traditionally, yuraq corrected a person's misbehavior. One way was to tease and embarrass the person in public through the dance. Teasing wasn't to hurt the person, it was a healthy tease. It wasn't time to pay back, be angry, or continue to act. When a person corrected themselves, they were praised, accepted back to the community, and loved. Create a song and dance to correct a behavior of a child. Teach them how to accept this song and dance even if they are teased. Discuss how to learn from it.

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

ATERPAGCARAQ: *The process of learning how to use Yugtun namesake.*

Traditionally Yup'ik children are named after someone who has passed on, particularly a relative or a close friend and often times to they are names to regain a name from years of our ancestral naming system. It is special to be named after someone who knew about their characters and their lifestyle. Then, when someone wants to gain a Yup'ik name, they are carefully watched. The things they like to do, say, and how they present themselves. Often times, a child can gain another name when they want to be ill after someone had passed on. Or when they ask for it. Often times to a non-Yup'ik person, names don't mean anything.

How to teach aterpagcaraq:

Regaining the use of the Yup'ik names in the classrooms is a very important way of teaching a child how they are respected and identified by who they really are. When Yup'ik names are used, it is with utmost respect to the deceased person we call them by. Children in return learn to respect you when they hear their Yup'ik name. It is one way of correcting their behavior if something is not the right thing to do. Children learn to honor who they are named after and understand that they do not behave wrongly because of who they are. When they misbehave, it is not respectful to the ancestral name. Using their Yup'ik names helps us to speak to them with compassion, care, and love.

MURILKELLUNI (*Social Awareness*)

I care about the feelings and viewpoints of others

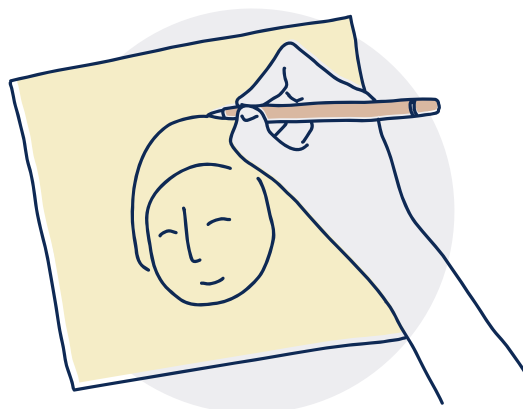
- Predict how their own behavior affects the emotions of others
- Define the terms perspective/point of view
- Use listening skills to identify the feelings/perspectives of others

Student Activity:

When you respect self by your Yup'ik name, what does that mean? Discuss. Do a role play of how to respect yourself and others. Teach children how to truly respect their namesakes and practice the respect of others when they call them by their Yup'ik names.

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need



Student Activity:

Art lesson: Create a self-portrait using their Yup'ik name. Have them find out from their parent or other relatives what their namesake used to do when they were alive. Then, have them write a short story about their namesakes. Display in the school to show how they can help one another.

I care about and respect the individual differences of others

- 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

Student Activity:

Write a poem of I WILL HELP BY. Then, have students post this to their self-portrait. Encourage nice handwriting as well as adding rhyming words. Read their finished product.

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Act silly day! Have children take turns making their funniest faces in front of the class. Have them choose who is the funniest person with their facial expressions. Present that person with reward. Discuss when it is okay to make funny faces and when it is not appropriate.

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruyutait, *Yup'ik Words of Wisdom*

IKAYUUCARAQ: *The process of learning be helpful.*

Culturally, learning to get help begins at home from mom or dad with house chores simple enough for a child to do. This could include picking up items off the floor, throwing trash into the garbage can, putting items on the shelf. The parents model how to do these for the children. These are practiced until they are embedded in their brain to act when someone needs help. You learn to do it without being asked. Other ways children learn to be helpful is when they are cleaning homes, taking care of pets, and gift giving. Often times, working with a buddy or a sibling is helpful to do the job well.

How to teach ikayuucaraq:

Children can learn to help one another in many ways in the schools. Some teachers have helping charts so that students are reminded about the chores they are supposed to be doing in class. But, the ideal part is to learn how to help voluntarily when they see someone in need. Children need to learn how to recognize what that means. One way is telling them to bring a chair for the Elder visiting the school, giving them tea or water, and walking with them, holding their hand or arm in the hallway to the exit door. Children can also do this with other adults or younger children in the building. Practice makes it real.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- 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

Student Activity:

How does it feel not to get help when you fall down and get hurt? Discuss. What ways can you learn to help others? Make a list of ways to help others in this manner.

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Make a poster of community helpers. Use crayons or create a collage from magazines on the ways of helping the community. It could be picking up garbage, cleaning walkways, or bringing food to an Elder. Think of other ways and include those.

I care about and respect the individual differences of others

- 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

Student Activity:

When curukaq/potlatch is near or in session, what are ways to offer help to the guests to welcome them to your village? Discuss ways to help and practice healthy ways of helping so that they will feel comfortable in your village.

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Create a small card on what will I do help if the guest needs help? You may want to present this to a guest when they arrive. Like, "I can help you carry your gifts to the house you are staying at." "I can get you some water." "Ask me to help you when you need it," and so on.

ELDER WISDOM

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– Frank Andrew, Yupiit Qanruyutait, *Yup'ik Words of Wisdom*

UKVERYARAQ: *The act of learning to believe.*

Culturally, we truly believe our yuraq song and dance makes us who we are. We are fortunate that our songs and dances are alive for our enjoyment and to present ourselves carrying our traditional ancestors' ways of doing. We are faithful to our ancestors care through the dances and songs they created, left us with, and continue the practices they embedded into our brains but most of all, what we call "paitaq," inheritance of the song made by the family groups. They truly tell stories of our ancestral ways of life.

How to teach ukveryaraq:

Listening to the yuraq songs helps us know who we were. Watching the motions helps us understand the lives they lived. One way to teach this is to study the traditional song and motions created to a yuraq. The attire we wear are from our ancestral creations. We believe in keeping them alive and wear them faithfully to let others know who we are. Believing in creativity, to communicate, to honor, and to faithfully keep our tradition is of utmost importance for students to learn.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- 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

Student Activity:

Watch a video of a yuraq from a long time ago. Find out who the song was made for. Who is the family song of? What are the motions? And what story did you get out of the yuraq? What parts of the song and motions did you understand? What type of life did they live?

ELDER WISDOM

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I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Rewatch the same video of yuraq. This time watch what the community members did. Is this time during the qasgiq time or community hall? What types of clothing did they wear? Are they happy? Do they look like they are having fun? Discuss.

I care about and respect the individual differences of others

- 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

Student Activity:

Compare the video with modern day Yuraq. What is the same today as the dance groups from the video? What is different today from the video? Discuss how the culture stays alive. Is this important or not? Have children discuss what would happen if practices are not kept? What do they need to do to keep yuraq alive?

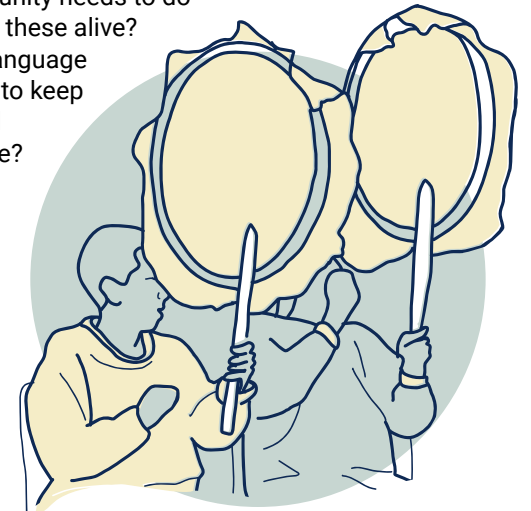
I care about how I perceive others and how they perceive me

- 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

Student Activity:

Do you believe in the importance of keeping the Yup'ik traditions alive? Why or why not? How important is our dance attire? How will you keep up in the arts of making dance fans, drums, qaspeqs, headdresses, and making mukluks? What is it that the community needs to do to keep all these alive?

Is Yup'ik language important to keep songs and dance alive?



ANGLANIYARAQ: *The act of having fun, enjoy, to watch.*

Traditionally, we were taught that whatever we do in our culture we were to do it with enjoyment, to be thankful for the gifts given, accept every consequence we face. If we make a mistake, we learn from it and make it better the next time. We were taught to appreciate our environment; land, water, and everything from the air. It included everything we received from subsistence activities to natural resources such as driftwood, trees, willows, grass, tundra, rain, snow, ocean and river animals, swamps, moss, lakes, plants, tundra berries, edible and medicinal plants, ice, mud, dirt, and much, much more because our whole world was given to us and we were to respect it with spirituality involved in how we took care of it. It is true!

How to teach anglaniyaraq:

Laziness was never expressed in things we did and what we needed to do in our cultural life. Cultural arts come from every resource we encountered in our life. We have fun gathering them, designing and making them, and doing what is to be done. If we can duplicate learning as a fun thing to do in school, it would be beneficial to students. What a great idea!

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- 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

Student Activity:

How can you incorporate reading, writing, math, science, social studies, and other subject areas into a fun way of learning? Can they be taught through games, arts, cultural based or placed based learning environments. Think of one way to help students enjoy learning. How did they feel?

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Curukaq time is a fun time to practice how to safely have fun. Discuss what they enjoy about potlatches? Make a list to remember and learn from them.

I care about and respect the individual differences of others

- 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

Student Activity:

When people from other villages come to potlatch they come to enjoy. What do they enjoy during the potlatches? Make a list so that the students understand that these are healthy ways of doing things in Yup'ik culture.

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Create a dance competition by classes. It can be yuraq or a dance to modern songs or rap. Have children dance to be silly and have fun doing it. It is a good time to act silly only when you are directed. Talk about when it is fun to be silly. Do masks make them sillier when you wear them? Discuss.

ELDER WISDOM

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– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

QUYAYARAQ: *The process of learning to be thankful.*

Traditionally in our Yup'ik culture, because we don't know what our future holds, Elders continually advised us to be thankful for what we have, for the day, for reaching this day, and for giving us wisdom to continue faithfully in life with love, kindness, and compassion. Subsistence brought to the family and community was most appreciated in thankfulness and to be shared with the guests at the potlatch. Our ways of sharing were most appreciated for how we gave our food away to the guests. It was traditionally thing to do of giving what we have.

How to teach quyayaraq:

Rituals of being thankful should be practiced in schools to learn how to save, not waste. Children who are taught to be thankful for school lunches will learn not to waste. Children who learn to conserve supplies used at school will learn to appreciate them, not waste. Learning to be thankful for everything should be practiced as it is how Elders show deep appreciation and thankfulness to being taken care of. Learn from them to practice the value of quyayaraq/thankfulness.

QINUUNANI (Social Management)

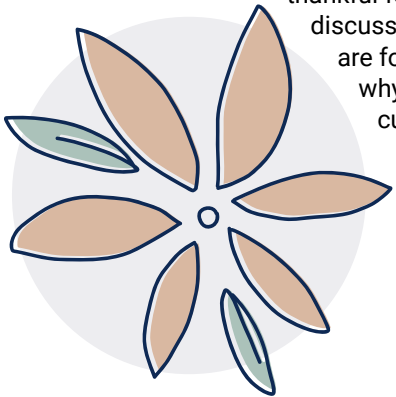
I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

Make flower petals ahead of time. Give one to each child. Have them think of things they are thankful for. Write them down and create a wall with a gigantic flower that is growing with things that they are thankful for. Create the theme during curukaq, we are

thankful for. When this is done, discuss what the connections are for the curukaq and why it is important in our culture to continue to be thankful during this special season.



I will work on having constructive relationships

- 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

Student Activity:

Negativism is easily practiced. For instance, words used such as, "I don't like you!", "you are stupid.", "you're not my friend.", "how ugly that is.", "shut up!", "I hate you!", "Idiot!", "you always...", "you never...", and so on. Write these on the wall and discuss how these make others feel when we hear them from kids. Then discuss how to change these negative words to positive words. In Yup'ik way, we have kind words: kenkamken, assikamken, assikaqa, quyakamken, nunanikvaa, anglanaqvaa, assirpaa, nutaan atam, cool-arpaa, kumegnaqvaa, angniqvaa, etc. These can be practiced to make each other happy and feel respected by learning to use them to complement one another. Learn with the Yup'ik teachers what each of the Yup'ik words mean. Fill the school hallway with Yup'ik words of wisdom.

I will deal with interpersonal conflicts constructively

- 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.)

Student Activity:

Discuss what is meant by conflict? Discuss the conflicts in school that the children have recognized. How do you handle these conflicts before they become huge problems? What is the best way to deal with conflict when you see it? You can create a drama for children to help them understand what is meant by conflict. Find out how Yup'ik people deal with conflicts. What needs to change to make us a better group of people?

ELDER WISDOM

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– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

YURAQERRAALRIA : *The act of the first dance.*

Culturally, we enjoy when someone has their first dance. It comes at any age. The first dancers are honored for their first catches, first fish cutting or berry picking filling up their buckets, and/or honoring the name that they were named after. Sometimes in adults, it is through the story that they are honored for the wishes of the first dance after being absent for a while. They come back to be part of the community. It is a time from being absent, then coming home to be a community helper, leader, and to carry on serving the community. What a great honor of being able to be accepted in the community.

How to teach yuraqerraalria:

Listen to stories of the Elders of honoring a first dancer. Why was this person picked to do their first dance? What things did they do to prepare them? What did the first dancer accomplish in order to be honored for the dance? What are the duties of the first dancer? These questions can be used to interview their own parents to gain the stories to tell in the classroom. It is a healthy way of learning about the first dancers. There is a purpose for the first dance. How long did they prepare for it?

QINUUNANI (Social Management)

I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

First dance is a genuine manner in our culture. When the children tell their stories from their parents of their first dances, listen with keen listening skills to learn about what the first dance means. Encourage the children to ask questions, especially those who have not had their first dances. Learn from one another what can be done to help others who have not had their first dance. Can the school sponsor an event?

I will work on having constructive relationships

- 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

Student Activity:

This time might be a good time to discuss with the children how they felt if they had not been introduced in a first dance due to many circumstances. What are the negative feelings they developed? (jealous, hatefulness, anger, feelings of not part of a family, community member?) Once feelings are collected and understood, think of ways to solve this issue. Children can create a first dance event of their own peer group. It will take planning, participating, working hard, practice, making items, getting support from adults, Elders and community too. Plan together to make a positive event.

ELDER WISDOM

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Student Activity:

Discuss the conflicts you faced in planning the first dance for those who have not danced before? How did you resolve them with your students to make things work well? What an awesome way to talk about the conflicts we face in our own language and culture and how we can develop good leaders out of our own students. We have to become good problem solvers and learn to resolve conflict to be great leaders for our communities.

MUNANGNAQSARAQ: *The process of learning a new skill and to be skillful.*

Culturally, when learning the cultural arts, we are taught to work with accurate measurements using our eyes, precise fittings, and carefully combining materials together gaining skillful and dexterous hands. A person is recognized of their skillfulness by how well their carvings are on finished products such as wooden boats, sleds, fish traps, spears, snowshoes, mending nets, kayaks, harpoons, atlatl, stitches in sewing parkas, mukluks, and all types of animal skin sewing including beading, crafts and making jewelry. An Elder can predict in a child how well they will become skilled workers by looking at their small hands and fingers. A young girl will be watched on how well she can perform duties of subsistence activities and house chores. We call them “munartaq,” a skilled person as soon as they complete a task. Munarta is a learned process.

How to teach munangnaqsaraq:

Learning to become a munartaq is practiced in the skills being offered or used with direction. Children can be taught accuracy, precision, and creativity in what they do in cultural arts as well as in other arts that can be taught in school. All the hands-on learning helps to build skills that are needed for small and large coordination which helps know how to do things in life. Usually, children are taught at their skill level with materials that may be consumable so that once they accomplish the skills in remembering how to do it, we can use natural resources. Nothing is wasted but used productively.

QINUUNANI (Social Management)

I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

When children's arts are introduced in a group, it is a good time to learn how to complement one another on the skills they are practicing. You may want to begin arts using the cultural art kits in your school such as beading, doll making, grass art, mask making, craving, yo-yo making, and weaving. Choose one to begin with following the instructions. You will need materials for the art kits. You can either ask the homes to donate to your class or order some. These artful skills are to help you understand how munartaq your children can be.

I will work on having constructive relationships

- 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

Student Activity:

When working with a large group of kids in arts, it is a good time to teach and mention positive encouragements. These should include: assirpaa, nutaan atam, calituliniuten, pilikegtaaraan, etc. Praises like, “you are doing it right, I like how you work well, I enjoy watching you make your item, I am pleased when you help your neighbor,” etc. Be careful not to over-praise them. It is not our culture to over praise anyone because we set the stage to embarrass them. Small praises are better.

ELDER WISDOM

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Student Activity:

What a great time to discuss what makes us feel good about our culture, what makes us feel uncomfortable when someone overpraises us, and how we can deal with accepting the beauty of our cultural arts. Talk about how important it is to keep the arts alive. When will you give away the first item you made and to whom?



QUNUICARAQ: *The process of learning to share and not be stingy.*

It is awesome that our Yup'ik culture teaches and trains our brain to learn to be giving and sharing we catch with our people. It is also our way to invite others to eat with us when our seasons first catches animals that come back to our land. There are first seals in the season, moose hunting time, birds when they arrive, ptarmigan and rabbits in the spring for fresh meat and so on. Our activities help us learn how not to be stingy. We embed the idea of a life to share, give, be observant of those in need and to help them out. In the modern world because of diverse groups and history of stopping our dances, learning to become stingy is in our lives. We can overcome this again.

How to teach qunuicaraq:

It is our cultural duty to undo the idea of becoming stingy of our animals and food. It was taught to us from our ancestors, "if you are stingy, these animals will disappear. If you do NOT have any use of the animals given to you, they will disappear." These wise words from our elders are so true in our world today. Think of how salmon has diminished. What is happening to our own world? It's time to teach not only science but the behavior of the people. There are many lessons to teach from and learn of. We can do it by not being stingy of our culture.

QINUUNANI (Social Management)

I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

Gather stories from Elders, what happens when you share your food, catch, and what you make for gift giving during potlatch. Also, look for books to read about what it means to share what you have. Discuss to clarify the meaning of not being stingy but learning to share. Encourage the children to write their stories they shared from home or Elders. Pick all the learning elements they provided. Make a list and hang in the room as a reminder of the stories that you have learned.

I will work on having constructive relationships

- 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

Student Activity:

What is the constructive relationship you are going to practice and build upon? It could be sharing snacks brought from home, share crayons they have in school, share extra pencils or art supplies they may have, share a good story, and so on especially to the ones who don't have much at home to share with. Learn to become observant of each other in order to learn to care for those who are less fortunate than you.

ELDER WISDOM

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- Show an understanding of conflict as a natural part of life
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- Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)

Student Activity:

Sometimes a child will be advised from home, not to share their lunch box or items brought to school from home. Is this a conflict? How does it make the child feel when this happens? What is the cause and effect of what instructions you get from home verses what you are learning in the class? Do you need to write a letter home to let your parents know what you are learning in this class especially for the Yup'ik culture knowledge? Then, if this is going to help with it, write that letter to the parent how children made the decision to change the rule. You might talk about solutions of what can be shared with others, little bit of things. What a great way to deal with the conflict.

UKVERYARAQ: *The process of believing in what you do right.*

Culturally, we truly believe our yuraq song and dance makes us who we are. We are fortunate that our songs and dances are alive for our enjoyment and to present ourselves carrying our traditional ancestors' ways of doing. We are faithful to our ancestors care through the dances and songs they created, left us with, and continue the practices they embedded into our brains but most of all, what we call "paitaq," inheritance of the song made by the family groups. They truly tell stories of our ancestral ways of life. Most of the songs and dances have values that teach us how to behave and enjoy who we are.

How to teach ukveryaraq:

Listening to the yuraq songs helps us know who we were. Watching the motions helps us understand the lives they lived. One way to teach this is to study the traditional song and motions created to a yuraq. Each song and dance tell the story of a person. By watching the motions, we can begin to understand the lives they lived. We can recognize the era of different transportation uses, weather, and new modern life by watching the story. Sometimes, they mimic the animals that are in their lives. It's interesting how the motions can help you learn about a person, place, or environment.

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- Demonstrate good sportsmanship
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Student Activity:

Demonstrate a yuraq in the classroom. Have students learn how to compliment a good dancer. For example, they can follow the beat of the drum. They move well with the drum. When they dance, their arms are flowing and making the motions recognizable. They keep their eyes on the floor. Ladies stand well behind the boys. Boys follow the beat and bounce in unison. They look like they are enjoying themselves. They smile at the appropriate time. And so on.

I will work on having constructive relationships

- 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

Student Activity:

If the students have some negative comments of the guests let them voice them out. Or ask, what are negative comments they have heard before in the gym or community hall about the guests. Discuss and correct what positive relationships are supposed to take place? Make a list of positive comments that they can practice when guests arrive for the yuraq or curukaq. It takes some practice to make our guests feel good in our villages.

I will deal with interpersonal conflicts constructively

- 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.)

Student Activity:

Have students observe in the community hall when a dance festival is taking place. Did anyone notice any conflicts? Define what is conflict first and have them become observers in the hall. How about the drummers? Dancers? Who is supposed to yuraq behind whom and why? These types of discussions are great to help solve issues in the hall especially during yuraq time. Usually family members are grouped, wives dance behind their husbands, brothers, or uncles. Daughters stand behind their dads, brothers, or close relatives. There are protocols to yuraq close to your relative. You don't need to dance every song. You dance with your relatives. Men and boys usually kneel on the floor. Other relatives from different villages are able to join in, to support the families as close as they can get to either stand or kneel. The biggest thing to remember is to have fun and enjoy dancing to make others enjoy you.

ELDER WISDOM

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ANGLANIYARAQ: *The act of having fun, enjoy, to watch.*

Traditionally, we were taught that whatever we do in our culture we were to do it with enjoyment, to be thankful for the gifts given, accept every consequence we face. If we make a mistake, we learn from it and make it better the next time. We were taught to appreciate our environment; land, water, and everything from the air. It included everything we received from subsistence activities to natural resources such as driftwood, trees, willows, grass, tundra, rain, snow, ocean and river animals, swamps, moss, lakes, plants, tundra berries, edible and medicinal plants, ice, mud, dirt, and much, much more because our whole world was given to us and we were to respect it with spirituality involved in how we took care of it. It is true!

How to teach anglaniyaraq:

Laziness was never expressed in things we did and what we needed to do in our cultural life. Cultural arts come from every resource we encountered in our life. We have fun gathering them, designing and making them, and doing what is to be done. If we can duplicate learning as a fun thing to do in school, it would be beneficial to students. What a great idea!

QINUUNANI (Social Management)

I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

Bring an item made from wood such as a spear, harpoon, fish trap, spear thrower, wooden berry bucket, dance fans, headdress, or a drum. Ask the children what is it made out of? Then, talk about whoever made it, do they think the person who made it enjoyed making it? If yes, how do you know? (well made, perfect) If no, why? (sloppily made, crooked, or something wrong with it) Tell a story of how our ancestors made things to use for hunting and so on, that they were made with kindness, care, and that they saw beauty and enjoyed making them. We should follow their good examples.

I will work on having constructive relationships

- 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

Student Activity:

Art class. Give the students a piece of drift wood, choosing pieces that are as small as it can be or just the right size for kids. Let the children create an art form from it. It could be painted to create an animal. How well did the students paint? Have them talk about if they enjoyed making it just as well as their ancestors did. Display the finished products to do an art show case. Other ideas for the wood art is to create a hanging art piece like a mobile or a dream catcher.

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

I will deal with interpersonal conflicts constructively

- 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.)

Student Activity:

After the art-show, discuss what conflicts they may have faced. Was it hard for them to comment on other students' pieces? Have them write a short note with compliments for each piece they looked at for the artists to read later. Each student should write one word or a sentence for each wood work. Later, have them read them out loud. How do compliments from others make you feel? Was this a fun activity?

Subsistence

Unit 1 CELLANGLUNI – Self Awareness

Cellangluni is the moment we feel what is going on. In our Yup'ik way, we do this by being grounded in our environment/nature and surroundings/weather and aware at all times.

Unit 2 ELLUANGCARLUNI – Self Management

Elluangcarluni is when we reassess our emotions and behaviors. In our Yup'ik way we do this by remembering the teachings of our Elders and use those stories to help us reflect and self-correct to increase our ability to correct bad behaviors and reset goals.

Unit 3 MURILKELLUNI – Social Awareness

Murilkelluni is to understand the feelings and perspectives of others. In our Yup'ik way we do this by learning from our Elders and show care in a positive way. We speak to others in a loving, caring way and with compassion.

Unit 4 QINUUNANI – Social Management

Qinuunani is a way of handling our emotions in social settings in a quiet manner with deep concern for the relationships we have with others. In our Yup'ik way we do this by building upon the healthy way of living and being, seeking help from Elders to handle conflict in a caring way and seeking support from those who show examples of living a quiet peaceful life.

TAKAQIYARAQ: *The process of learning to respect animals.*

In Yup'ik culture all animals are respected. Traditionally, when a hunter caught their sea mammals, they were given a cup of water to show thankfulness and for welcoming them. Once a seal or whale came home the wife would clean her home before they enter into the house to show their appreciation of coming in. Then, the process of preparing to cut, distribute, and save some took place. All skins were taken care of, skinned and dressed to dry with respect. Subsistence and sewing animals were never wasted to show gratitude for receiving them. All hunting equipment was taken well care and stored in a safe place so that no children could handle them. Animal skins were tanned and stored for later use. Birds were plucked before freezing. Then, plucked birds were shared with Elders, ready to cook. All other edible animals were prepared to freeze and ready for cooking. If given to Elders, they were made ready to cook. Large animals are shared in bigger chunks especially if it is the first catch or first catch of a season. First catches are given away in honor of the animal.

How to teach takaqiyaraq:

Learning to respect animals is of utmost important. Children can be taught how to best respect song birds when they arrive. They can also be taught how to care for their pet dogs with respect. Modeling is the best way. Obviously, there are too many dogs in the villages that are loose and dangerous. What can villages do to help this problem? Aside from that, bringing a first catch to the school and learning how to butcher an animal, which parts goes to whom, and how to distribute meat can be taught well.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Discuss how to best take care of a pet and show them respect. This could include giving it a good home, feeding, petting, brushing its fur, giving it exercise, making it a bed, and talking to it with loving words and teaching them to come when called, to sit, stay, and maybe other small tricks. How does it feel to take care of a pet when you properly do it? What happens to dogs that are not well taken care of?

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Bring in a first catch fish or some meat to learn about how best to distribute to Elders. Listen to stories from Elders about how they were taught to distribute the meat and what part of the meat goes to whom. This is an important lesson to learn about which parts of the meat are given away, such as the arms, hind legs, ribs, back bone, meaty areas, and so on depending on what type of animals. Learn this process.

I am aware of the supports I have around me

- 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

Student Activity:

When an animal comes to your home, discuss what your responsibilities are before the animal enters your home. Once the subsistence animal enters home, what is supposed to take place. How are you involved? Work on how to respect the catch.

I am aware of and accept my responsibilities

- 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

Student Activity:

Responsibility of who distributes what part of the meat to Elders. When you give to an Elder, what are you supposed to do? Elders are aged people who appreciate food coming in when they are ready to be cooked. Maybe at this time, cut up meat to cook, or pluck a duck, ptarmigan, or geese, and even learn how they are cut. Then, bring it to an Elder. Watch the Elder's reaction. Write a story about it.

PINGNATUUYARAQ: *The process of learning to try hard.*

Traditionally in Yup'ik we were taught to continually try hard no matter how difficult it is to complete a project. Encouragement from an Elder was very gratifying for all of us. Hard work was referred to learning to do chores at home, help with subsistence activities, and learning cultural arts, perfecting to make them usable. As children, we would get tired with back aches during berry picking but once we sat down to have lunch with our parents and all the buckets are poured into the wooden barrels, our parents would praise us in a most loving way for our accomplishments. Then, they would let us rest and eat a good meal. Play a little, then encourage us to fill our buckets one more time in the afternoon. We did because they too, modeled how hard work was done. It also went to fish cutting and other subsistence activities, modeled and end with a good steam bath to relax the muscles. Parents and grandparents modeled what it meant to work hard.

How to teach pingnatuuyaraq:

Learning to work hard needs to be modeled in the classroom as well. One way to do it, is not to sit on a teacher's desk when students are present. Get involved with the students when you teach, show them how to work on an art project, or do their homework while you work with them. Too many times, teachers like to sit behind their desks working on the computers when they need to model what it means to work hard in the classroom. It may be why our students lack some hard-working skills because modeling is not performed. Modeling all of hard work is the most effective teaching skill.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Children are very good observers of their surroundings and the teachers. Discuss what it means to work hard. Do their teachers work hard in their presence? What do teachers do to model how to work hard in the classroom? Do you feel you need models of hard-working people? How does it show in your subsistence activities?

I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Bring in salmon and have someone knowledgeable cut up the salmon as you would do at fish camp. Head and cut, wash, cut into dry fish, separate bones and head but cut without waste, and hang to dry. If you have to cut a lot, why do you have to work hard to complete your whole catch? These are reasons why we work hard. Show and tell.

I am aware of the supports I have around me

- 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

Student Activity:

When families work together, they are modeling how to work hard during subsistence time. Talk about when you catch seals or birds in the spring. What do you need to do to save your catch? Dry for what? Can these same hard-working examples apply in the school too? Find solutions of how.

I am aware of and accept my responsibilities

- 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

Student Activity:

What are your responsibilities to show hard work at school or in your classroom? How do you lead others to become hard working students to move onto the next grade or to the graduation level? Discuss and make a list of what you need to do. Then, have a guest speaker of those who are going to college. What made them get ahead in that field?

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

TAKAQIYARAQ: *The process of learning to respect nature.*

Culturally we respected our nature, land, and wherever we went even to the next village. We were advised to take home our trash bags, bury land animal bones under the ground, and fish bones went back to the rivers. The tundra was kept clean. Animal trails were used as our trails being careful of what types of animals. People made pulasaraq (trails) through the willows and alders for dog teams and snow machines. All different weather was accepted and not a negative word about them. Drift wood was carefully gathered for fire. When you ran into wood half way under the ground, you lift it up and turned it over to dry. The wind in the fall was watched carefully especially which direction when the snow arrived. Advice was to dig under the snow to know which direction the grass laid if you got caught in a storm. You would know which direction was home. We were taught to pick the right kind of grass for usage; boots, homes, doghouses. We were taught to recognize different types of driftwood and what they would be used for in arts such as kayak building, spears and harpoons from birch tree, cotton wood for ipuun and carving items, alder for dyes, and willow roots to use as decorations in wooden buckets.

How to teach takaqiyaraq:

Learning to respect nature can be taught carefully with meaningful stories. Today, our trash dumping places are full and needs to be buried. Going out in nature or on the tundra in a four-wheeler can cause trail marks on the ground. Recognizing how much damage on the beautiful tundra can help to avoid berry picking areas and others. Talking about how best to take care of the land can assist in respecting our land.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Use self-monitoring strategies (self-talk) to regulate emotions
- Show skills in handling pressure situations (e.g. calm down, walk away, seek help or mediation)
- Demonstrate an ability to present their own perspective (I-messages)

Student Activity:

How sad is it to see trash out on the tundra or anywhere else in the community? Discuss how to make a difference in your community and how best to take care of your community's trash problem. Write a letter to the community tribe or someone in charge of the dump, if cleaned, a thank you letter would be appreciated or if it needs to improve, write one how to improve it. Good luck!

I can act in an honest manner

- Show willingness to tell the truth in a difficult situation, while honoring personal boundaries
- Identify reasons why honesty is a valued trait
- Analyze the outcomes of dishonesty

Student Activity:

Have you contributed to the trash outside by throwing your pop can, candy wrappers, or any trash out of your pocket? If so, are you the guilty one too for donating trash to the land? Discuss and be truthful about this. What happens when you tell the truth? What is needed to follow through?

I can make good decisions

- Describe the steps of a decision-making model
- Generate alternative solutions to problems and predict possible outcomes
- Effectively participate in group decision-making processes

Student Activity:

What is it that you are going to do and what decisions will you make about the problem of trash all over the land and around the community? How can you contribute to the community?

I can set and achieve goals that will help me to be successful

- Describe why participating in their education is important in helping them achieve personal goals
- Describe the steps in setting and working toward goal achievement
- Evaluate what they might have done differently to achieve greater success on a recent goal
- Distinguish between long term and short-term goals

Student Activity:

When your village is in good shape, how successful were you to convince others to help out with the trash picking, not throwing trash on the ground, and what else you need to do. How about making posters for the community of how to take care of our own village/community. Quyana!

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

KEVGIURYARAQ: *The process of learning to help, aid, and give.*

In Yup'ik culture kevgiuryaraq is introduced early in childhood by asking a child to bring an item to the neighbor, someone in the village, or to a guest. Kids were taught to obediently do what is being asked without complaining, being lazy, or having excuses. Obedience was taught well for the sake of children to learn without talking back. Using the Yup'ik language was the strength of teaching children how to be obedient. All that was taught made sense in the Yup'ik language. Yugtun touches the heart, deep thinking, and it makes more sense than in English. Something about the Yup'ik language that touches every sense in our bodies. Our Yup'ik language describes deeply to make us think right, obey, and do what is being told. Our Yup'ik language is a gift. We are so connected to the land, air and water through our language. That is why we are "real people" translation of Yupiit.

How to teach kevgiuryaraq:

Learning about the meaning of the Yup'ik word will help the students understand who they really are. Yup'ik means a genuine, real person. Yup'ik identifies who the people are relying on the land, environment, lakes, rivers, oceans, and the air to live on. Our subsistence life is all of that and it teaches us to be respectful to everything we have collected, for our food, medicinal plants, driftwood, trees, grass, rocks, mountains, and animals in the wilderness. When these are taught in our language and in school, they are to be taught with great respect. When farm animals are taught it is different because we do not see them in our area. That is why our seasonal and way of teaching needs to be in the school to make connections to the children in teaching the values. Teach Kevgiuryaraq in the cultural context. It is important.

ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Use self-monitoring strategies (self-talk) to regulate emotions
- Show skills in handling pressure situations (e.g. calm down, walk away, seek help or mediation)
- Demonstrate an ability to present their own perspective (I-messages)

Student Activity:

Identify what it means to be a Yup'ik. What does it mean to be a genuine, real person? (You behave well, obey, live in a loving way, are considerate of others, respect and model how to be respectful person).

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

I can act in an honest manner

- Show willingness to tell the truth in a difficult situation, while honoring personal boundaries
- Identify reasons why honesty is a valued trait
- Analyze the outcomes of dishonesty

Student Activity:

As a Yup'ik person, honesty is truly one of our values. What does honesty mean in our Yup'ik ways of life? What happens to us when we don't tell the truth? Discuss how difficult it is to be an honest Yup'ik and consequences our Elders tell us. Invite an Elder to tell stories of honesty verses dishonesty.

I can make good decisions

- Describe the steps of a decision-making model
- Generate alternative solutions to problems and predict possible outcomes
- Effectively participate in group decision-making processes

Student Activity:

What are our Yup'ik ways of decision making? If unknown please contact your Elders to discuss this. (One person does not make the decisions, but two people are helpful). How important is it for you as a

Yup'ik person to be engaged in the decisions of how the Yup'ik language is to be taught in school? Discuss why? Write a letter to your Superintendent.

I can set and achieve goals that will help me to be successful

- Describe why participating in their education is important in helping them achieve personal goals
- Describe the steps in setting and working toward goal achievement
- Evaluate what they might have done differently to achieve greater success on a recent goal
- Distinguish between long term and short-term goals

Student Activity:

Remember you are beginning to be a helper for your own self, your family, and for your community members. Discuss what things can you do differently in the Yup'ik language? Would being immersed in the language help you become a better speaker? What is your goal as a Yup'ik descendent for the future generations? What if the Yup'ik language dies, would it mean you've lost your goals? Discuss these matters as they are important for you as a Yup'ik person.

QIGCIKIYARAQ: *The act of learning to respect.*

Culturally learning to respect is practiced through the modeling of a person as a Yup'ik person. Watching an Elder in the community often lets us know how well they show respectfulness to one another. They show how well they communicate with each other when they greet one another in the village. They hug, give a smack on their cheeks, and acknowledge the person. They take good care of their subsistence food, clothing, nature, and areas that they travel from. Often times, they watch the weather and know the signs of changes without complaint of the results. They tell us to wait and see or wait until weather improves. Learning from the Elders on how to respect others is a good practice. They are always thankful for what they have.

How to teach qigcikiyaraq:

Learning about how well Yup'ik people show respect for others should be noted well. Many outsiders need to learn how to respect others in the ways our Elders show us. Elders are our expert teachers and advisors. Many schools have not learned how to teach respect except to tell students, "respect one another!" Often times, students do not understand what is meant by respect when told to do because our students are visual learners and we should respect how we learn. Lecturing doesn't do it but by showing how, it does.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Protect 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

Student Activity:

Often times viewpoints are not understood by others unless stated by an Elder. Define "viewpoint." What is your way of thinking about your own behavior in respecting others? Stick to respect of how you would view others in respecting those that are not Yup'ik? How do you do that?

ELDER WISDOM

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– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Discuss ways to respect a child, a student, parents, grandparents, and a guest. What are the ways to show respect to different age levels? What do you do? Draw a picture of you respecting a child. Draw a picture of you respecting your friend. Draw a picture of you respecting your parents. Draw a picture of you respecting your grandparents. Lastly, draw a picture of you respecting a guest in your village.

I care about and respect the individual differences of others

- 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

Student Activity:

Think of other cultures that are not Yup'ik. It could be your new teachers from different countries. Then have student draw a picture of how to respect those people who are not Yup'ik. We do have to treat everyone the same.

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Discuss body language that we use in Yup'ik culture. This can include eyebrow raising, shoulders going up and down, and squinting with your eyes when you don't know a question. How do you feel when you use your body language and someone new to you does not understand you? Talk about how to tell them that you answered their question if any. How healthy is it to know each other's body language?

KEVGIURYARAQ: *The process of learning to help, aid, and give.*

In Yup'ik culture kevgiuryaraq is introduced early in childhood by asking a child to bring an item to the neighbor, someone in the village, or to a guest. Kids were taught to obediently do what is being asked without complaining, being lazy, or having excuses. Obedience was taught well for the sake of children to learn without talking back. Using the Yup'ik language was the strength of teaching children how to be obedient. All that was taught made sense in the Yup'ik language. Yugtun touches the heart, deep thinking, and it makes more sense than in English. Something about the Yup'ik language that touches every sense in our bodies. Our Yup'ik language describes deeply to make us think right, obey, and do what is being told. Our Yup'ik language is a gift. We are so connected to the land, air and water through our language. That is why we are "real people" translation of Yupiit.

How to teach kevgiuryaraq:

Learning about the meaning of the Yup'ik word will help the students understand who they really are. Yup'ik means a genuine, real person. Yup'ik identifies who the people are relying on the land, environment, lakes, rivers, oceans, and the air to live on. Our subsistence life is all of that and it teaches us to be respectful to everything we have collected, for our food, medicinal plants, driftwood, trees, grass, rocks, mountains, and animals in the wilderness. When these are taught in our language and in school, they are to be taught with great respect. When farm animals are taught it is different because we do not see them in our area. That is why our seasonal and way of teaching needs to be in the school to make connections to the children in teaching the values. Teach Kevgiuryaraq in the cultural context. It is important.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Protect 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

Student Activity:

Culturally helping others is different in a village life. You learn to become observant in order to help someone without being told nor having it advertised as in some cases, when one needs help, it is asked in a different form. What are the ways to ask kindly for help when one needs help? Discuss how to ask kindly without hurting other people's feelings.

I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

In pairs of two, let each pair discuss who they would like to help in the community. Have them plan what it is that they are going to do to help that person in the community. You might want to make a list of who is living alone in the village and assign students to make their plan of how to help that person. Then, do what is planned.

I care about and respect the individual differences of others

- 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

Student Activity:

Find those who are in the village that are not from your village. Make another plan maybe making cookies, bring a subsist food, or something they may need. Bring that item to the person and let them know you can help them when they need you. Make that new person feel welcome in your village.

I care about how I perceive others and how they perceive me

- 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

Student Activity:

What are the things you can do when visitors or guests arrive to your village? Make a list and practice them when you have new visitors. How did it feel when you help new person?

ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

ANGLANIYARAQ: *The act of having fun, enjoy, to watch with joy.*

Culturally, everything in our Yup'ik life we do in honor of our ancestors who are knowledgeable. When respect is truly taught through our cultural ways such as subsistence, ceremonies, building relationships with one another in our kinship knowledge, and through storytelling, we do them with purpose. We are land and nature people and it makes us who we are. We were raised to enjoy our environment and share it with one another. Everything we do we do with enjoyment, joyful ways of learning, and be grateful with what we have.

How to teach anglaniyaraq:

Learning to appreciate what is given to us can be taught without complaining. We learned how to complain about the weather from others who are not of our land. We've heard such things as, "it is an ugly rain", "darn fog", "cloudy weather makes me upset", and so on without appreciating what comes to you. Teach the children no matter what the weather brings, you appreciate it, and make your day a joyful day in what you do. You may teach them to plan on what to do on that day (crafts, writing, reading, etc) as well as what to do outside on sunny days. Taking advantage and learning to plan a day is the best teaching method to make our lives easier and acceptable without complaints.

QINUUNANI (Social Management)

I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

Discuss weather. How does a cloudy day make you feel? How does a sunny day make you feel? What are things you can do on a cloudy or rainy-day versus on sunny, calm or windy days? Listen well to the things that make you feel angry when the weather changes or happy when the weather meets your feelings. This might be planning a trip or doing something with family. How about subsistence activities? Teach how to appreciate what the weather brings to you daily. Learn to compliment the weather and be thankful for what you have.

I will work on having constructive relationships

- 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

Student Activity:

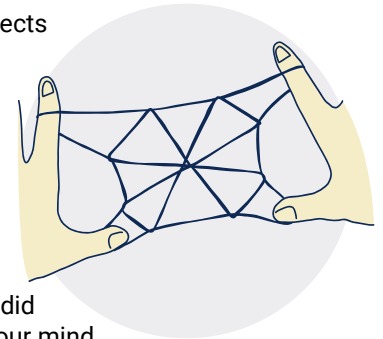
Whether it is a sunny day or not, learn to appreciate and make plans to do what you can to complete work. Learning to be positive will help you get where you need to go. Talk about what will you plan on a cloudy day and what things you can do on a sunny day. Make a list and practice them. How did you feel when you completed your plans?

I will deal with interpersonal conflicts constructively

- 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.)

Student Activity:

It is hard to enjoy projects in the home on a cloudy day. But, when you learn to plan it, knitting, crocheting, sewing, craving, beading, or making a fish trap, practice doing them with enjoyment. How did it make you change your mind or feelings when you work on a project? Did it solve your inner feelings when you do it with enjoyment? Whenever we do cultural or outdoor activities learn to do them with joyful feelings and know we are land people. Everything comes from the land. Once you learn to deal with appreciation, then, dealing with conflicts will be easier to deal with too. You can practice working with your hands and while doing, discuss conflicts at school. Sometimes, it is helpful while working, when you discuss things that are conflicts. Working with objects helps you stay calm.



ELDER WISDOM

Mikelnguq assilriatun aklutun ayuquq. A child is like a valued possession.

– Frank Andrew, Yupiit Qanruytait, *Yup'ik Words of Wisdom*

KEVGIURYARAQ: *The process of learning to help, aid, and give.*

In Yup'ik culture kevgiuryaraq is introduced early in childhood by asking a child to bring an item to the neighbor, someone in the village, or to a guest. Kids were taught to obediently do what is being asked without complaining, being lazy, or having excuses. Obedience was taught well for the sake of children to learn without talking back. Using the Yup'ik language was the strength of teaching children how to be obedient. All that was taught made sense in the Yup'ik language. Yugtun touches the heart, deep thinking, and it makes more sense than in English. Something about the Yup'ik language that touches every sense in our bodies. Our Yup'ik language describes deeply to make us think right, obey, and do what is being told. Our Yup'ik language is a gift. We are so connected to the land, air and water through our language. That is why we are "real people" translation of Yupiit.

How to teach kevgiuryaraq

Learning about the meaning of the Yup'ik word will help the students understand who they really are. Yup'ik means a genuine, real person. Yup'ik identifies who the people are relying on the land, environment, lakes, rivers, oceans, and the air to live on. Our subsistence life is all of that and it teaches us to be respectful to everything we have collected, for our food, medicinal plants, driftwood, trees, grass, rocks, mountains, and animals in the wilderness. When these are taught in our language and in school, they are to be taught with great respect. When farm animals are taught it is different because we do not see them in our area. That is why our seasonal and way of teaching needs to be in the school to make connections to the children in teaching the values. Teach Kevgiuryaraq in the cultural context. It is important.

QINUUNANI (Social Management)

I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

Invite an Elder to come to the class and tell a story of how kevgiuryaraq was presented to them when they were young from their Yup'ik speaking parents. It is important to learn from them how it was taught in a Yup'ik home. Then, tell the children it is a need for this value to come back to them so that they will practice the right Yup'ik way of being a helpful person. Make a list in the class what those may be. Ask for volunteers to conduct and practice becoming a helpful person. Give genuine compliments in yugtun: quyanavvaa, nutaan atam, assirpaa, ciunerkan taqllikanirtuq, pingurtuten, niicugniuten, etc. Ask elders for other comments to use.

I will work on having constructive relationships

- 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

Student Activity:

Discuss in class what does not work in school in obtaining how to become a helpful person and why these relationships make them not work. Then, discuss how to ask for assistance in bettering your need.

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I will deal with interpersonal conflicts constructively

- 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.)

Student Activity:

What are the causes of being jealous of another person who helps more than others?

Discuss what conflicts you run into and how you can resolve this problem. Make a list to practice in the school, community, and home. It's not easy to learn not to be a jealous child. How do you get over it? You may also want to read a book about what happens when these feelings are present.

Native Youth Olympics

Unit 1 CELLANGLUNI – Self Awareness

Cellangluni is the moment we feel what is going on. In our Yup'ik way, we do this by being grounded in our environment/nature and surroundings/weather and aware at all times.

Unit 2 ELLUANGCARLUNI – Self Management

Elluangcarluni is when we reassess our emotions and behaviors. In our Yup'ik way we do this by remembering the teachings of our Elders and use those stories to help us reflect and self-correct to increase our ability to correct bad behaviors and reset goals.

Unit 3 MURILKELLUNI – Social Awareness

Murilkelluni is to understand the feelings and perspectives of others. In our Yup'ik way we do this by learning from our Elders and show care in a positive way. We speak to others in a loving, caring way and with compassion.

Unit 4 QINUUNANI – Social Management

Qinuunani is a way of handling our emotions in social settings in a quiet manner with deep concern for the relationships we have with others. In our Yup'ik way we do this by building upon the healthy way of living and being, seeking help from Elders to handle conflict in a caring way and seeking support from those who show examples of living a quiet peaceful life.

PINGNATUUYARAQ: *The process of learning to try hard.*

Traditionally in Yup'ik culture we were raised to continually keep trying our best and to work hard no matter the outcome. As you kept moving forward you did your best to improve your skills following the examples of those who are experts. Eventually there is success in keeping the effort going without giving up. This value was practiced to keep on doing until you succeeded. Once the goal was reached, you were to pass on the knowledge you gained. In this way, the culture and values were passed on to the next generation. Our culture is beautiful and genuine in this way. Our way of life provided us with resources to continue building upon the skills passed onto us.

How to teach pingnatuuyaraq:

Learning to succeed and pass on skills can be taught to help reach goals. Once the goals are reached, it doesn't mean you quit. It means you gain as much knowledge on the skills that you continually practice and make them better and easier for you to do on your own. Then, when you feel ready, you pass on the knowledge you have received and gained. Once you know how to do it well, what other things you can create with, and how to use it to make it work for you, you pass it on. Think of how you can practice in NYO, from it being difficult at first, to learning how, and eventually succeeding in the games. NYO is the best example of teaching how to be pingnatuuyaraq. You can build the skills that our ancestral hunters had to do to mimic the animals they were going to hunt and even for searching for them.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Becoming aware of your needs is the key to the success in NYO or in any areas where there is a need to improve. Everyone needs improvement no matter what age. How do you feel when you try NYO or another sport or game when it is your first time? Tell stories about how you felt. Label the emotions you went through and discuss.

I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Watch a video from the NYO State games. Afterwards, discuss what skills they recognize that they would like to practice from those who are excellent examples of successes. What do they think the athletes did to win or go to the State NYO? How about the students in this class? What is it they need to do to reach the goals of those they saw on the video?

I am aware of the supports I have around me

- 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

ELDER WISDOM

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Student Activity:

Who are your support groups in your school for NYO? And who can be your support group from the community?

I am aware of and accept my responsibilities

- 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

Student Activity:

Discuss how much commitment you need to make when you join any sport, event, game, activity, or when doing school work? How much responsibility do you have, 100%, 50%, or 0%? It could be different in each area but what percent becomes your responsibility and why?

ILUNGYARAQ: *The process of having sudden enthusiasm to do the best you can in order to gain a good feeling.*

Culturally, when we see a boat full of families and they bring in more than one 5 gallon bucket of berries, we know that the family has picked ilungluten, for the winter. When a family hang salmon to dry and their drying racks are full to the max, we know they fished, gutted, and cut to hang, they have done so ilungluten. It is a good feeling to complete the hard work in preparation for the winter. Another one we notice is when families gather driftwood and come home with a raft, we know they are prepared for the winter. They worked hard ilungluten. The idea of learning to ilunguq also helps in the game's children play. Children learn to work hard to become better performers and build upon their skills. When families have done so in the subsistence and gathering times, the same idea will follow through into the activities at school.

How to teach ilungyaraq:

The process of learning to ilunguq, can be taught in the games of Native Youth Olympics. NYO has hard games to acquire and build upon the skills of trying hard and succeeding. It is individualized. Learning to gain a good feeling through NYO can help a person succeed. When students start their choice of games to compete, you can stress how to ilunguq, do the best you can do to succeed.

CELLANGLUNI (Self Awareness)

I am aware of what I am feeling

- Distinguish among intensity levels of their emotions
- Describe how they physically respond to emotion
- Recognize and label emotions and discuss how they linked to behavior

Student Activity:

Children at times will do things without trying their best. How do they feel when this happens? What things make them not feel good about themselves when it comes to sports but especially NYO? Have they heard of someone saying to them, you are cheap? They are laughed at? Why? How can you stop this behavior?

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I am aware of my traits, know what I do well, and know what areas I can work on

- 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

Student Activity:

Discuss how the families who work together in subsistence gathering assists in the behavior of learning to work hard, to do their best, (ilungluten), to succeed in the sports. How is this cultural activity the same in Native Youth Olympics? Encourage students that our cultural ways help them succeed in school in many ways.

I am aware of the supports I have around me

- 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

Student Activity:

Who can you turn to when you need help learning how to do your best if you do not have guidance at home? Who is your support person that you can learn from to do your best? Turn to them to help you out.

I am aware of and accept my responsibilities

- 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

Student Activity:

How much responsibility is needed to learn to do your best in NYO? How can you increase your responsibility to succeed? Learn the word, ilungluten, ilunguq, how best to be.



PINGNATUUYARAQ: *The process of learning to try hard.*

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ELLUANGCARLUNI (Self Management)

I can manage my emotions in a way that is constructive and appropriate

- Use self-monitoring strategies (self-talk) to regulate emotions
- Show skills in handling pressure situations (e.g. calm down, walk away, seek help or mediation)
- Demonstrate an ability to present their own perspective (I-messages)

Student Activity:

When children first try out a new game, it is difficult to do. But in due time, skills are learned. Discuss with children which NYO game that they would like to try. Encourage the most difficult game. Talk about what their feelings were when they tried. Let them know that if they continually practice, pingnatuuyaraq, they will eventually succeed. Talk about how long will it take them to do so. Watch out for not wanting to continue but should. Tell them reasons why.

I can act in an honest manner

- Show willingness to tell the truth in a difficult situation, while honoring personal boundaries
- Identify reasons why honesty is a valued trait
- Analyze the outcomes of dishonesty

Student Activity:

As children practice for NYO, make sure they learn to talk about their practice honestly. It is a good time to let others know why honesty is important to benefit their future. Keep practicing without giving up. What are the skills they need to practice to get better? Is it aiming, timing, getting ready, or stationing to begin. These things can be practiced first without hurrying to do the action.

I can make good decisions

- Describe the steps of a decision-making model
- Generate alternative solutions to problems and predict possible outcomes
- Effectively participate in group decision-making processes

Student Activity:

Discuss how best to help a friend or someone to become a better NYO participant. Group everyone in pairs. Then, have them learn to help one another practice the skills they need to learn. Make sure the partners observe well before actual doing the game, what is it that they need to learn first?

I can set and achieve goals that will help me to be successful

- Describe why participating in their education is important in helping them achieve personal goals
- Describe the steps in setting and working toward goal achievement
- Evaluate what they might have done differently to achieve greater success on a recent goal
- Distinguish between long term and short-term goals

Student Activity:

Once children learn the skills in any of the NYO games, have them choose which game they are better at it, and have them learn it well. Once it is learned well, have them teach another class or younger student. Also have them watch the older students to see how well they have gained the knowledge. Or watch a video of NYO games and discuss who does it right and well. They should be able to compare themselves to others who are successful. Have them start their ideas on how to be as successful as those who do it well. Make it their goal. Practice more.

ELDER WISDOM

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ILUKEGCIYARAQ: *The process of including happiness in whatever you do.*

Culturally Ilukegciq is included in all activities we do in our Yup'ik way of life. Elders continually advised us to enjoy our life, make it better, do exactly what we were taught, and use the knowledge to continue. One thing I remember as good advice from an Elder is when you become lonely, left out, or alone, is to continually use your hands to work on crafts, sew, knit, crochet, do all kinds of projects, in order to keep busy and certainly it avoids feeling of loneliness. How true this advice is when someone you are close to passes away and leaves you. It is healing to keep happiness in what we do. When you keep busy you do it with enjoyment, happy feelings, and knowing you can use the process as a healing time. It is very mindful.

How to teach ilukegciyaraq:

Learning to become mindful in what you do is what makes you feel comfortable, happy feelings, and discard the unhappy feelings that tend to make you go in wrong directions. So, as we teach our children to do homework, projects, or activities they need to learn how best to do them with care and understanding that they can help heal your problems in behavior or thoughts of hurting others or yourself. Practicing work with ilukegtaaramek, will aid to change your thoughts, actions, and behavior. Soon, children will want to do more of what you ask them to do.

MURILKELLUNI (Social Awareness)

I care about the feelings and viewpoints of others

- Protect 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

Student Activity:

Often times when we see a child being sad, they are asked, "what is wrong?" Instead, how about changing it to, "what happened or what made you sad?" When someone is sad, we tend to be sad with them. You might invite the child to do something with you like, "let's go for a walk", "I have an art that I want to share with you", "Come help me learn to tell a story using a story knife." Anything to engage a child in what you do will aid in helping them get out of sadness.

ELDER WISDOM

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I care about others and do my part to make my community better

- Describe what they learned about themselves in helping out others
- Identify roles they have that contribute to their school, home, and neighboring community
- Work together with peers to address a need

Student Activity:

Discuss what makes you happy to help others. Make a two-page book: I help a sad person to get happy by...Use illustrations to convey the message.

I care about and respect the individual differences of others

- 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

Student Activity:

Watch another video of NYO. Did you notice anyone helping each other that are not from the same village? How does that happen when they go to the State games? What do you think of helping those who may be sad to lose their game? What can you do?

I care about how I perceive others and how they perceive me

- 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

Student Activity:

Discuss how to help other students at NYO or other games. Make a list to remind yourself and discuss how you can improve in helping others. What do you see in others who are helpful?



ANGLANIYARAQ: *The act of having fun, enjoy, to watch.*

Culturally everything in our Yup'ik life we do in honor of our ancestors. Play is an act of having fun for children. Play should be encouraged in early ages since it does help with skills that kids need. It could be learning small or large hand coordination, balancing, team play, cooperation, and becoming agile. The play can transfer to NYO skills, jumping, kicking, hopping, and so on. In the villages, play is encouraged to enhance having a good time. When we watch children at play we can learn how agile their bodies are, strength they build into, and how much coordination they have. All of these activities help to produce the body a healthy living situation.

How to teach anglaniyaraq:

Learning to appreciate what we have helps to gain the knowledge of anglaniyaraq. Many villages have school playgrounds now. In those days, play was creative play in the grass, near the banks of the river, on the mud, through the willow or alder trees, and on the tundra. Children also had homemade games to play with such as a paddle with a string and a stick tied to it attached to the paddle. Object of this was to try to put the stick into a hole on the paddle. There were also two buttons strung onto a long string tied together. You wind them up until the string is tied to create a noise when you pull them together and keep it going. There are other homemade games that our children played with and had fun with.

QINUUNANI (Social Management)

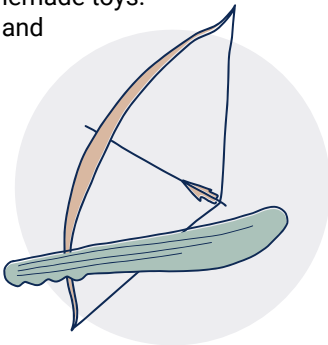
I will interact well with others

- Give and receive compliments in a genuine manner
- Use attentive listening skills to foster better communication
- Demonstrate good sportsmanship
- Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)

Student Activity:

Interview Elders about the kinds of fun games they played with when they were kids. It could be learning to use a slingshot, bow and arrow, hopscotch, jump rope, jacks, storytelling using story knife, learning to throw spears at a bundled grass tied with a string to resemble a seal, or homemade toys.

These games were fun and enjoyable. Think about creating one of them or many of them to learn to enjoy playing a game.



I will work on having constructive relationships

- 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

Student Activity:

Learning to play with traditional toys or games can help in learning to enjoy one another again. Ask Elders about making these to increase fun, anglaniyaraq. It doesn't need to be video games or electronic games all the time. How about learning to throw a spear with nukaq. Twirling tops use to be favorites of everyone. Jacks were also a favorite. All of them are useful in building coordination before NYO.

I will deal with interpersonal conflicts constructively

- 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.)

Student Activity:

Is there conflict between traditional toys and electronic games? Discuss how times have changed the lives of games. What are some of the benefits of the traditional games and toys verses video games children are attracted to nowadays? How can you balance the traditional way of doing to have fun verses modern games introduced to us? Knowing and learning about the games and toys is also beneficial to our children. Sometimes, even better to build the body's muscles and coordination. What other games are useful to the body to help us build strength and more?

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