



American Indian Guidebook Supplement

Contributors:

Kimberly A. Nollan
Ray Hoskins

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Introduction

The Life Skills Guidebook (Guidebook) Supplements are a component of the Casey Life Skills Tools (see www.caseylifeskills.org). The Life Skills Tools include the Ansell-Casey Life Skills Assessment (ACSLA), Assessment Supplements, the Guidebook, Guidebook Supplements, Ready, Set, Fly! A Parent's Guide for Teaching Life Skills, and Data Reports. In addition, the Tools reference over 50 other instructional resources and a number of web resources. Taken together, the Tools represent a competency-based learning strategy for people to develop the skills they need to succeed in living interdependently as adults, starting at age eight and continuing through adulthood.

The ACLSA is not an exhaustive list of all the skills one needs to live on one's own. Rather, it provides an indication of skill level and readiness for living on one's own and interdependently with others. The ACLSA and Assessment Supplements are designed to be the *first step* in the Life Skills Learning Cycle. The Guidebook, Guidebook Supplements, and learning resources, while not exhaustive, help with goal setting, action planning, instruction, learning, and application. Instruction is followed again by assessment to measure progress. If any part of this cycle is left out, life skills competency development is hindered.

In using the Guidebook, it is critically important to keep the central role of the person getting ready to live on his/her own in mind. Young people need to be involved in all aspects of life skills acquisition, including planning and instruction. A core part of Person-Centered Planning is that people are more successful when they self-select their learning and achievement goals. Similarly, the Foster Care Independence Act of 1999 requires youth involvement in their Independent Living Plans (National Foster Care Awareness Project, 2000). We encourage evaluating your work with people in transition and moving your learners to a position where they routinely make the majority of key decisions that affect their learning. Greater learner involvement, leads to learner ownership of their skill development (see Guidebook Chapter 1, Levels of Learning).

Learning life skills is a life-long process. Few people will be able to do all the skills covered in this Guidebook Supplement and should not expect 100% mastery in all the life skill domains. However, we hope those preparing for living on their own and interdependently with others will accomplish many of the Learning Goals in order to be prepared to succeed.

Chapter 1. Terminology of the American Indian Guidebook Supplement

Introduction

In response to a need for assistance in teaching life skills to American Indian youth, Casey Family Programs (Casey), with Dr. Kimberly Nollan (Momentum Partners Consulting) and Ray Hoskins (Success Technologies), created the American Indian Guidebook Supplement. It is based on the Casey Life Skills Assessment Supplement for American Indians created by Casey (led by Dr. A. Chris Downs), Dr. Claudia Welala Long (Professor, University of Denver), Bruce Gillette, L. Kills in Sight, and E. Iron Cloud-Koenen. As co-creators and Native Americans, authors Long, Gillette, Kills in Sight, and Iron Cloud-Koenen drew on their practice wisdom, community connections and extensive experience with American Indian youth in transition. The American Indian Assessment Supplement was created in collaboration with elders, community members, parents, extended family members, and youth of several Great Plains Indian communities.

Both supplements are based on a strengths-based framework of ethnic identity formation in a society of multiple cultures. The goal is to help enhance the life skills of youth and young adults in American Indian communities. This framework underscores the unique journey American Indian Youth take, as compared with their Euro-American counterparts transitioning into adulthood. The American Indian Assessment Supplement underwent extensive reviews by national experts in the fields of Indian child development, child welfare, and identity formation for youths of color. In addition, American Indian youth and alumni of foster care and representatives of numerous American Indian communities outside of the Great Plains reviewed the supplement. After the review, representatives of several non-Great Plains tribes also remarked that this supplement appeared very appropriate for their communities. The American Indian Supplements are designed to address the unique cultural needs of American Indians in maintaining their cultural identity while navigating between two worlds. While areas like community resources, money management, communication, and relationships are included, more thorough treatment of these subjects can be found in Chapter 3 of the Life Skills Guidebook. The American Indian Guidebook Supplement includes the following domains.

- **Resources/Trust** covers the ability to ask for help as well as identification, selection and use of community services for medical/dental, emergencies, alcohol and drug addictions, housing, education, and legal.
- **Money Values** includes identification of personal and tribal money values, ways money could help oneself and others, budgeting and credit.
- **Spiritual/Religious Beliefs** covers the influence of spirituality on personal development, living in a spiritual way, helping family and community, and living in balance.
- **Tribal Affiliation** covers tribal and family heritage.
- **Family/Community Values** includes knowing oneself, the impact of one's actions on others, community communication, building relationships, Indian humor, and relationships with elders.
- **Living in Two Worlds** includes how to move between the reservation and the city, standing up for oneself, cultural competence, and coping with change.

Definitions

There following terms are used in the Guidebook and Guidebook Supplements.

- **Domain***: Cluster of skills organized into major areas: Resources/Trust, Money Values, Spiritual/Religious Beliefs, Tribal Affiliation, Family/Community Values, and Living in Two Worlds.
- **Learning Goals**: Also known as competencies, they are specific statements of knowledge and ability.
- **Expectations**: Also known as objectives or performance indicators, they are guidelines to achieve Learning Goals that may be used as group session learning objectives or individual case planning goal indicators.
- **Learning Levels**: Degree to which individuals master Learning Goals.
- **Resources**: Broad array of teaching materials and people resources (e.g., curricula, websites, workbooks, tribal members) that can be used to teach to a Learning Goal.
- **Curriculum**: A set of activities that leads to mastery of Learning Goals in one or more skill areas.

- **Life Skill Learning Plan:** An online template that guides the user to determine the essential elements for the development of a life skill curriculum, one session at a time, or an individual learning plan based on selected Learning Goals and related Expectations. The template is used to record selected Learning Goals and Activities the instructor will use during the life skills learning session. Completed, it is a unit of planned life skill instruction, which may be completed one-on-one or in a group.
- **Life Skill Instructor:** An individual who guides the learner and supports the individual throughout their Learning Plan.
- **Out-of-home care:** Refers to a living situation that is not with a person's immediate biological family, such as, family foster care, group homes, and residential treatment.
- **Learner:** Youth or adult that is learning life skills content in group, individual, or self-instruction formats.

*The same terms are used in the ACLSA.

Learning Goals and Levels

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals¹. They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that people progress through a series of stages or levels as learning takes place. The levels of learning used in the developmental model are listed in Exhibit 1. The verbs at the beginning of the Learning Goal indicate the level at which the Learning Goal is written. Guidebook Learning Goals begin at level 2 and progress through level 4.

¹ We use Learning Goals for simplicity. The user is free to substitute language (e.g., competencies) for their situation.

Exhibit 1. Learning Levels

Learning Level	Definition
Level 1 – Awareness	At levels one and two, the learner is acquiring information. At this level in the learning process, the learner should be able to identify, describe or explain information about the subject matter being taught.
Level 2 – Knowledge and Understanding	
Level 3 – Knows how	At level three, the learner is beginning to apply the knowledge learned through instruction. At this level, the learner should be able to demonstrate some ability with the skill in an instructional setting through simulation, learning laboratory, or real life experiences.
Level 4 – Can or is able to	At level four, the learner is using the knowledge learned outside of the learning environment. At this level, the learner is able to demonstrate the skill on a regular basis and reports on his/her progress.

- **“Knows and understands” Learning Goals:** The instructor presents information in a way that increases the learner’s knowledge base. For example, at the end of the session the learner will **only** be expected to **describe or explain** what he/she learned about financial institutions.
- **“Knows how” Learning Goals:** The instructor creates an opportunity for the learner to practice. For example, the learner demonstrates writing a check to make a purchase. Generally, “knows how to” Learning Goals are completed in a classroom or home environment. Often, they are ones that a person may need in the future but not now. They **simulate real life situations**.
- **“Can or is able to” Learning Goals:** The instructor provides an opportunity for real world demonstration. For example, “can set the table for daily meals,” just showing the learner what a table setting looks like isn’t enough. With the right kind of instruction, the learner should be able to demonstrate setting the table for three daily meals.

Expectations

Expectations describe what the learner should be able to do as a result of group, individual, or self-teaching and indicate how the Learning Goal was achieved in behavior terms. They are also called performance indicators or objectives. They begin with an action verb. They also can be translated into group or individual case or group plans by simply adding the words “At the end of X time period or session, the learner will be able to...” before each Expectation. For example, “At the end of the group session, the learner will be able to develop a personal fact sheet to use when completing job applications.” The underlined part is an Expectation. They are listed in order of increasing difficulty for each Learning Goal.

Resources and Activities

The Guidebook identifies the activities and exercises from existing life skill resources that can be used to teach the Learning Goals in group, individual, or self-instruction formats. In an effort to minimize resource cost, the most widely used, cost-effective resources were selected. Activities and exercises from these resources are cross-referenced to the Learning Goals. Each activity is listed by name, page number, and activity number (if provided). In addition, websites that provide information and/or opportunities for instruction are included. In most cases, they are non-profit or government sites (.org or .gov) to minimize advertisements. Web resources complement the core set of resources and provide specialized and detailed information on one or more Learning Goals. A detailed description of each resource and purchasing information, if applicable, is included in Appendix A. The Learning Goals, Expectations and Activity Resources provide the learner and life skill instructor (practitioner or parent) a place to start when creating a Life Skills Learning Plan. Chapter 2 offers detailed instruction on how to create a Life Skills Learning Plan.

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the person's learning style more learning will likely occur. For more information on determining the learning style, see the Guidebook, Chapter 1, Learning Styles.

Chapter 2. Using the American Indian Guidebook Supplement to Set and Reach Learning Goals.

Overview

Both the Guidebook Supplements and ACLSA address one important aspect of living on one's own – life skills. The ACLSA is used to *assess* life skills. The Guidebook and Supplements are used to *teach* life skills. It is very important the learner give input at each step and has final say whenever possible. Learning Goals and Expectations provide the framework for life skills instruction. They help with knowing, understanding, and applying life skills. The Learning Goals represent overall goals for instruction. Expectations describe what the person should be able to do after instruction takes place. Increases in ACLSA scores before and after instruction show the amount of learning for individuals and groups. The steps for using the Guidebook follow.

Step 1: Assessment

- Completing the appropriate ACLSA level or Assessment Supplement is usually the first step in this process.
- Once completed, an immediate score report “pops-up” on the screen and the report is also emailed to an e-mail address the user specifies.
- The individual report provides summary scores by domains and the responses on each item.
- Domain scores indicate areas of strength and opportunities for improvement.
- After talking about assessment results, we recommend the learner, caregiver, and/or life skills instructor together have a conversation about
 - The strengths identified in the assessment,
 - The identified areas of challenge,
 - The Goals which the learner wants/is willing to pursue,

- Identifying Mastery Standards that indicate consistent application of selected skills (see Guidebook, Chapter 4, Mastery Standards).
- Then, work with the Guidebook Supplement to choose domains on which to work and set goals.

Step 2: Developing Life Skills Learning Plans

There are two plan options in the online Guidebook. One is designing a plan for teaching life skills in a group format. The other is for individual instruction, case plans, or self-instruction. You are given a choice online of which plan you want to use.

Whether you are working with an individual or group format, learner involvement is critical. When interacting with computers, the one with the keyboard and mouse has the power. We suggest that you **GIVE THE LEARNER, OR GROUP, THE MOUSE!** Let the learner develop the plan. We found that groups are very able to design their own group Learning Plans once they know how to use the web page. In addition, they become much more motivated to achieve their goals!

CREATING A PLAN ONLINE

Step 1: Go to <http://www.caseylifeskills.org/lsg>

Step 2: Click on the Guidebook Supplement you want to use from the list on the left side of the screen.

Step 3: Select and click on the domain(s) of interest.

Step 4: Review the list of Learning Goals and Activities. Click on the boxes next to the desired goals and/or activities you want to select based on the needs and wants of the participants in your group, combined ACLSA results, and how much time you have in each session *or* for Individual Plans, based on ACLSA individual results and learner wants and needs.

Step 5: Click on the yellow button "Add to the Learning Plan."

Step 6: To remove Learning Goals or Activities, go back to the web page where you made that selection and uncheck the box.

Step 7: When finished selecting your Learning Goals and Activities, click on the "Preview/Print Learning Plan" button on the bottom left part of the screen. This will produce a "new" web page.

Step 8: On the “new” web page, click either *Group Life Skills Learning Plan* or *Individual Life Skills Learning Plan*. The Plan will immediately appear and can be printed or saved to your computer.

Repeat steps 2 thru 6 for each domain as desired. All chosen Learning Goals (and accompanying Expectations) and/or Activities appear in the Learning Plan. The Learning Plan can be previewed as you are building it by clicking the “**Preview/Print Learning Plan**” button on the left side of the screen.

SAVING AND EDITING YOUR PLAN (Microsoft Word, Works, and WordPerfect)

- **To View Plan:** Click “**Preview/Print Learning Plan**” button on the bottom left side of the screen.
- **To copy:** Use your mouse to highlight all the information in the Plan. Go under the file menu and choose "copy." The information will be copied on your computer clipboard and you can now "paste" it into a new document on your computer. To paste, go under the file menu and choose “paste.” You may need to format to make it look like the online Learning Plan. Save the document with your word processing software.
- **To print** your Plan, either click on the “printer” icon at the top of the screen or go under the file menu and choose “print.” There is no cost for printing the Individual Learning Plan.
- **To save** the Plan without copying and pasting, go to the File menu at the top of the screen and choose “File Save As,” then save the file as an html file.
- **To open the Saved html File**, right click on the file and click open with your word processor software.
- **When finished, save the File** in the format of your word processor software.

PLEASE NOTE: When you leave the caseylifeskills.org Web site, the Plans are permanently deleted, so either “copy and paste” or “save as” to keep the files on your computer.

Group Life Skills Learning Plan Elements (see Exhibit 2 for an example).

- **Domain:** ACLSA/Guidebook domain targeted for instruction.
- **Goals, Expectations, and Activities:** Automatically recorded in the Learning Plan when you select them by clicking the box to the left of the Learning Goal or activity.
- **Time:** How long an activity will take to complete.
- **Activity Type:** How you will use the activity in groups (as an opening, individual, group or closing activity).
- **You fill in type and time** based on your judgment and the definitions provided.

Exhibit 2. Group Life Skills Learning Plan

Domain: Money Management		
Goal: Knows and understands how one’s values influence money decisions.		
Expectations: At the end of the session, the learner will be able to:		
a. Distinguish between personal needs and wants.		
b. Recognize the impact personal values have on money decisions.		
Activity Name	Activity Type	Time
Needs/Wants Polarity	Opening Activity	10 minutes
What is a Need? What is a Want?	Group Building Activity	20 minutes
My Personal Collage	Individual Activity	25 minutes
Reflection Worksheet	Ending Activity	10 minutes

Individual Life Skills Learning Plan Elements (Exhibit 3)

- Plans are tailored to the unique needs of each learner.
- **Goals and Expectations** are automatically pasted into the Learning Plans when Learning Goals are selected.
- **Activities** are pasted automatically in the “What Activities are Going to be Done” column.
- After copying and pasting the partially completed plan into a word processing document or using the “save as” function with the original plan, complete the **Who** and **When** columns.

- **Signatures:** Optional space at the bottom of the Learning Plan for all involved to sign².
- **Print** the plan and keep for the learner's records.

Exhibit 3. Individual Life Skills Learning Plan Example

Goals & Expectations		
What can I do to reach my goals? How will I know when I reach each goal? Check to make sure your goals are flexible, specific and have a date by which you want to reach the goal.		
Goal: Knows and understands how one's values influence money decisions.		
Expectations: At the end of the session, the learner will be able to: <ul style="list-style-type: none"> • Distinguish between personal needs and wants. • Recognize the impact personal values have on money decisions. 		
Action Plan		
The actions you take to reach your goals should be clear so you know exactly what to do. Identify who will do what to help reach the goals – yourself, staff, others.		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
What Money Means, Ready, Set, Fly! Games Reveal our Values, Ready, Set, Fly!		
Optional Signatures		Date
Learner:	_____	_____
Caregiver:	_____	_____
Life Skills Instructor:	_____	_____

² Some agencies require youth/learners and caregivers to sign the Learning Plan to show involvement and commitment to the plan.

Summary: How to Use the Guidebook Supplements in Case Plans and Contracts with Youth

- Life skills instruction is an intentional process, driven by individual case plans and contract agreements developed with the learner.
- The Guidebook Supplement helps formulate goals and tasks/action steps with Learning Goals, Expectations and Activities.
- Learning Goals can be copied in a case plan or contract agreement (e.g., Learner knows and understands the importance of healthy leisure time activities).
- Expectations (indicators) are the tasks/action steps to achieve the goal (e.g., describe the difference between healthy and unhealthy leisure time activities).
- Resources/activities become the “What” or intervention strategies to achieve the goal.
- Learners control their learning by providing input or selecting Learning Goals and Activities.
- Evaluation of level of achievement is based on accomplishment of Expectations, increases in ACLSA scores and for consistent application, Mastery Standards.

Chapter 3. American Indian Guidebook Supplement Learning Goals, Expectations, and Activities by Domain

Resources/Trust Domain

Learning Goal	Expectations	Activities
1. Is able to ask for help.	<ol style="list-style-type: none"> a. Name two people from whom you could ask for help. b. Demonstrate asking for help. c. Define personal support system or support circle. d. Describe the traditional and historical use of support circles in American Indian Communities, such as extended family, elders, mentors, and role models. e. Describe the benefit of having more than one person to help with problems. f. Identify people who support you in keeping mental, physical, spiritual, and emotional balance. g. Assess the strengths and needs of your personal support system. h. Identify three strategies to expand your support system. i. Develop a list of people in your support circle including names, addresses and phone numbers. j. Analyze two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person. k. Describe how different people in your support circle offer help in different situations. l. Describe the impact of positive and negative peer support on events and decisions. 	<p>Expanding the Circle, Theme 1, Unit 2, Lesson 2, Connections, p. 65-68. Expanding the Circle, Theme 1, Unit 2, Lesson 3, Support Star, p. 69-72. Expanding the Circle, Theme 1, Unit 6, Lesson 2, Blindfolded Obstacle Course, p. 161-162. Expanding the Circle, Theme 2, Unit 4, Lesson 4, Resource List, p. 331-334. Expanding the Circle, Theme 3, Unit 2, Lesson 12, College Sponsorship/Mentorship, p. 485-489. PATH, 4, Who Helps? PATH, 26, Paying Bills. PATH, 27, Paying Bills. PATH, 48, Paying Health Insurance. PATH, 56, Adult Mentors. PATH, 78, People to Live with. Ready, Set, Fly! Relationships #11. Social Skills for Secondary, Making and Keeping Friends, p. 89.</p>

Resources/Trust Domain

Learning Goal	Expectations	Activities
<p>2. Knows and understands the medical/dental resources available.</p>	<ul style="list-style-type: none"> a. Describe types of medical insurance/coverage available (e.g. Medicaid, employer health plans, student health plans, personal health plans). b. Explain where and how to obtain one or more type of medical coverage. c. Name the closest Indian Health Service Facility with 24-hour emergency services. d. Identify the medicine man/natural healer within your tribal community. e. Identify two ways to find a doctor/dentist in the community (e.g. check yellow pages, check medical/dental societies, health insurance company, family and friends). f. Identify the common terms used in medical insurance (e.g., HMO, co-pay, deductible, referral, pre-existing condition). g. Write down immunization and medical records, as well as family health history. Record in a “portfolio” or journal. 	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 5, Guest Speakers, p. 35-37.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>PATH, 49, Contacting Your Doctor.</p> <p>PATH, 50, Contacting Your Dentist.</p> <p>PATH, 98, IHS.</p> <p>PAYA, Module 2, Health Care, p. 46-47.</p> <p>Ready, Set, Fly! Health #10.</p> <p>Kids Health, People, Places, and Things That Help Me –</p> <p>http://www.kidshealth.org/kid/feel_better/</p> <p>http://www.kidshealth.org/parent/system/index.html</p>

Resources/Trust Domain

Learning Goal	Expectations	Activities
<p>3. Knows when and how to seek medical attention.</p>	<ul style="list-style-type: none"> a. Describe how to know when an illness has not responded to over-the-counter medication or home remedies. b. Explain what to do when an illness has not responded to over-the-counter medication or home remedies. c. Describe when to ask a medicine man/natural healer for help. d. Explain the costs associated with visits to doctors, dentists, clinics, and an emergency room. e. Describe the steps for making and keeping a medical/dental appointment. f. Demonstrate making a medical/dental appointment. g. Explain what to do if someone ingests a poisonous substance. h. Name the nearest Indian Health Service Facility. i. Describe eligibility for Indian Health Services. j. See a Doctor and Dentist regularly for well-being care. k. Name several situations where you would go to a doctor. l. Name several situations where you would go to the emergency room. m. Describe how to access traditional healing in the community. 	<p>Life Skills Activities for Children, Identify Whether or Not an Order from a Doctor Has Been Followed Correctly, p. 181-182.</p> <p>Life Skills Activities for Children, Visiting Health Care People, p. 179-180.</p> <p>Life Skills Activities for Children, Following Doctors Orders, p. 181-182.</p> <p>PATH, 34, Making Appointments.</p> <p>PATH, 43, Indian Health Service.</p> <p>PATH, 49, Contact Information for Doctor.</p> <p>PATH, 50, Contact Information for Dentist.</p> <p>PAYA, Module 2, Health Care, p. 44-45; 79-80.</p> <p>Kids Health –</p> <p>http://www.kidshealth.org/parent/medical/index.html</p> <p>http://www.kidshealth.org/parent/firstaid_safety/index.html</p> <p>http://www.kidshealth.org/kid/feel_better/</p> <p>http://www.kidshealth.org/teen/diseases_conditions/</p> <p>http://www.kidshealth.org/teen/infections/</p>

Resources/Trust Domain

Learning Goal	Expectations	Activities
<p>4. Knows and understands the types of help available for alcohol, drug, inhalant, and tobacco addictions.</p>	<ul style="list-style-type: none"> a. Identify different types of drugs. b. Describe signs of addiction. c. Identify three types of assistance to fight substance abuse (e.g., ceremonies, NA/AA, Smoke Enders, substance use counselor). d. Identify at least one support group that provides assistance to family members (e.g., ALANON). e. Identify where these services are provided in the local and neighboring communities. f. Describe the traditional tribal view of alcohol/drugs/tobacco. g. Explain why drugs, alcohol, and tobacco have been abused and the traditional tribal ways to combat this. h. Explain the concept of historical trauma for American Indians. 	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 5, Guest Speakers, p. 35-37.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>PATH, 92, Drug and Alcohol Assessment.</p> <p>PAYA, Module 2, Health Care, p. 46; 52-53.</p> <p>PAYA, Module 2, Personal Care, p. 58-71.</p> <p>Ready, Set, Fly! Alcohol, Drugs, Tobacco #6.</p> <p>Kids Health, Dealing with Problems – http://www.kidshealth.org/teen/your_mind/</p> <p>http://www.kidshealth.org/teen/drug_alcohol/</p> <p>Literacy Net, Cultural Concepts and Lessons, Substance Abuse – http://www.literacynet.org/lp/namericans/concepts.html</p>
<p>5. Knows how to select the appropriate resources to use in emergency situations.</p>	<ul style="list-style-type: none"> a. Describe two situations when it would be necessary to call 911. b. Match community resources to a variety of emergency situations (e.g., food poisoning, fire, broken water main, domestic dispute). c. Name the community resources available to help with emergency financial needs. 	<p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>Life Skills Activities for Children, Making Emergency Phone Calls, p. 38-39.</p> <p>PATH, 26, Unemployment.</p> <p>Ready, Set, Fly! Community Resources #4.</p>

Resources/Trust Domain

Learning Goal	Expectations	Activities
<p>6. Knows how to access resources to improve educational outcomes.</p>	<p>a. Identify resources in the community that provide tutoring, after school programs, test preparation courses, and the costs associated with them.</p> <p>b. Identify resources in public and higher educational settings (e.g., guidance counselors, advisors, student assistance, mentors, tutors).</p> <p>c. Explain how to access these local and neighboring community resources.</p> <p>d. Explain how to access financial assistance to pay for education.</p>	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 5, Guest Speakers, p. 35-37.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>Expanding the Circle, Theme 3, Unit 2, Lesson 8, Paying for College, p. 459-462.</p> <p>Expanding the Circle, Theme 3, Unit 2, Lesson 9, Financial Aid/Scholarship Search, p. 463-465.</p> <p>Expanding the Circle, Theme 3, Unit 2, Lesson 10, Financial Aid Applications, p. 467-497.</p> <p>Ready, Set, Fly! Study Skills #8.</p> <p>Weaving Your Future, C. 5, Fulfilling the Vision, p. 44-53.</p> <p>Annual College Guide – http://www.winds.uthscsa.edu/adinfo.html</p> <p>Native American Sites, Tribal Colleges, Native Studies Programs, Indian Education - http://www.nativeculture.com/lisa/indians.html</p> <p>U.S. Department of Housing and Urban Development – http://www.hud.gov/community/index.cfm</p> <p>WWW Virtual Library, American Indians, Index of Native American Resources on the Internet, Education - http://www.hanksville.org/NAresources/</p>
<p>7. Knows and understands which local and neighboring community resources are available to help with housing issues.</p>	<p>a. Identify two or more organizations that help with housing problems.</p> <p>b. Describe the types of assistance provided by these organizations.</p>	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 5, Guest Speakers, p. 35-37.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>PAYA, Module 4, Housing, p. 40-41.</p> <p>PAYA, Module 5b, Housing, p. 276.</p>

Resources/Trust Domain

Learning Goal	Expectations	Activities
<p>8. Knows and understands how to access legal resources.</p>	<p>a. Identify at least two community resources dealing with legal issues (e.g., legal aid, Lawyers for Children, legal clinics).</p> <p>b. Describe two situations that require legal assistance.</p> <p>c. Describe whom to call and what to do if one is a victim of a crime.</p> <p>d. Describe the basic workings of the court system.</p> <p>e. Obtain copies of all legal documents: birth certificate, social security card, Tribal enrollment card.</p> <p>f. Describe legal issues pertaining to land ownership/inheritance.</p>	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 5, Guest Speakers, p. 35-37.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>PATH, 94, Legal Resources.</p> <p>American Bar Association – http://www.abanet.org/legalservices/findlegalhelp/</p> <p>Law Help.org – http://www.lawhelp.org</p> <p>Juvenile Offenders, Legal Terms – http://faculty.ncwc.edu/toconnor/juvjusp.htm</p> <p>Native American Rights Fund – http://www.narf.org</p> <p>Native American Internet Resources, Internet Law Library, Indian Nations and Tribes – http://falcon.jmu.edu/~ramseyil/native.htm#B</p> <p>Native Web – http://www.nativeweb.org/resources/law_legal_issues/index.html</p> <p>WWW Virtual Library, American Indians, Index of Native American Resources on the Internet, Legal - http://www.hanksville.org/NAresources/</p>

Resources/Trust Domain

Learning Goal	Expectations	Activities
<p>9. Knows and understands the available other local and neighboring community services.</p>	<p>a. Describe how to access services your tribe offers.</p> <p>b. Identify economical places to shop for food, clothing, and household items.</p> <p>c. Name the local and neighboring community resources available to help obtain important documents (e.g., birth certificate).</p> <p>d. Describe how to access spiritual help in native communities; Identify and locate several places of worship in your community.</p>	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 5, Guest Speakers, p. 35-37.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 2, Jigsaw Teaching Community History and Resources, p. 97-98.</p> <p>Life Skills Activities for Children, Houses of Worship, p. 218-219.</p> <p>PATH, 26, Unemployment.</p> <p>PATH, 67, Important Documents.</p> <p>PATH, 68, Community Agencies.</p> <p>PATH, 69, Community Resources.</p> <p>PATH, 70, Hospitals.</p> <p>PATH, 71, Thrift Stores.</p> <p>PATH, 85, Tribal Entitlements.</p> <p>PATH, 90, Counseling Services.</p> <p>Literacy Net, Cultural Concepts and Lessons – http://www.literacynet.org/lp/namericans/concepts.html</p> <p>U.S. Department of Housing and Urban Development – http://www.hud.gov/community/index.cfm</p>

Money Values Domain

Learning Goal	Expectations	Activities
<p>1. Knows and understands how one's values influence money decisions.</p>	<p>a. Distinguish between personal needs and wants.</p> <p>b. Identify personal and tribal values about money (e.g., what you think is important to spend money on).</p> <p>c. Describe the impact personal values have on money decisions.</p> <p>d. Define your vision of what you want now and in the future.</p>	<p>I Know Where I am Going, Part I, C. 1, I've Heard of "the Money Pit," p. 4-8.</p> <p>Life Skills Activities for Secondary, Values Important to Me, p. 372-373.</p> <p>Life Skills Activities for Secondary, Needs vs. Wants, p. 465-467.</p> <p>Money Pals, Part I, C. 2, Money and You, p. 16-27.</p> <p>Ready, Set, Fly! Beliefs About Money #1.</p> <p>Ready, Set, Fly! Beliefs About Money #2.</p> <p>Ready, Set, Fly! Beliefs About Money #3.</p> <p>Weaving Your Future, C. 1, Defining Your Vision, p. 6-11.</p> <p>Literacy Net, Traditional American Indian Values – http://www.literacynet.org/lp/namericans/values.html</p> <p>Mapping Your Future, Establish a Budget – http://mapping-your-future.org/features/dmbudget.htm</p>
<p>2. Knows and understands the ways in which money can be used to help oneself.</p>	<p>a. Recognize the relationship between work, savings, investments, and money earned.</p> <p>b. Explain the meaning of the expression "put your money to work for you."</p> <p>c. Analyze the financial obligations and responsibilities associated with one's current lifestyle.</p>	<p>Expanding the Circle, Theme 3, Unit 1, Lesson 1, Introduction to Life after High School, p. 377-381.</p> <p>I Know Where I am Going, Part I, C. 2, What's the Latitude of My Money Attitude? p. 10-17.</p> <p>I Know Where I am Going, Part II, C. 1, Is There More to Money than Spending and Saving? p. 4-13.</p> <p>Money Pals, Part I, C. 1, How Do You Use Money? p. 10-12.</p> <p>Ready, Set, Fly! Savings #5.</p> <p>Weaving Your Future, C. 2, Fueling Your Vision, p. 20-27.</p> <p>Weaving Your Future, C. 3, Safeguarding Your Vision, p. 28-37.</p>

Money Values Domain

Learning Goal	Expectations	Activities
<p>4. Knows and understands different ways that people use money and other gifts to help others.</p>	<ul style="list-style-type: none"> a. Identify specific ways to contribute to others in need (e.g. giving food, clothing, donating one's time, and cash). b. Recognize that it feels good to help others. c. Appreciate that people give in different ways to causes they believe are important. d. Identify one cause to which one could contribute. e. Describe the local economy in terms of who is benefiting from community spending. f. Describe the benefits of strengthening the community's economy by buying locally. g. Identify personal actions that build family and community economic self-reliance and health. 	<p>Building Native Communities, Session 1, Building a Healthy Economy, Circle of Life Exercises, p. 4-5.</p> <p>Building Native Communities, Session 1, Building a Healthy Economy, Assessing the Local Economy, p. 6-9.</p> <p>Building Native Communities, Session 1, Building a Healthy Economy, Plugging the Leaking Economy, p. 10-11.</p> <p>Building Native Communities, Session 1, Building a Healthy Economy, Strengthening the Local Economy, p. 14-15.</p> <p>Building Native Communities, Session 5, Accessing Credit, Part I, Adopting New Ideas to Benefit the Community, p. 144-148.</p> <p>I Know Where I am Going, Part II, C. 4, Why Should I Give My Money to Others? p. 42-46.</p> <p>Money Pals, Part II, C. 3, Sharing with Others, p. 26-34.</p> <p>Ready, Set, Fly! Beliefs About Money #2.</p> <p>Ready, Set, Fly! Budgeting and Spending #12.</p>
<p>5. Knows and understands that success is not simply having money or material things.</p>	<ul style="list-style-type: none"> a. Name the components of success for you personally. b. Describe what success is for your family. c. Describe what success is for your tribe. d. Describe the relationship between money and contentment. e. Describe the role of money in your life (what it can buy and what it cannot buy). f. In your opinion, describe what contributes to happiness. g. From the perspective of your tribe, define happiness. 	<p>PATH, 89, Fun Things to Do without Money.</p> <p>PATH, 99, What is Important to Me.</p> <p>Weaving Your Future, C. 1, Defining Your Vision, p. 11-19.</p> <p>Weaving Your Future, C. 2, Fueling Your Vision, p. 20-27.</p> <p>Weaving Your Future, C. 3, Safeguarding Your Vision, p. 28-37.</p>

Money Values Domain

Learning Goal	Expectations	Activities
<p>6. Is able to develop a spending plan based on personal and cultural values.</p>	<ul style="list-style-type: none"> a. Identify savings goals. b. Describe Native Resource management skills. c. Develop a spending plan. d. Identify concerns around using a spending plan. e. Identify solutions to those issues. 	<p>Building Native Communities, Session 2, Developing a Spending Plan, Ability to Create Savings, p. 20-21. Building Native Communities, Session 2, Developing a Spending Plan, Savings Goals, p. 22-23. Building Native Communities, Session 2, Developing a Spending Plan, Developing a Spending Plan, p. 24-51. Building Native Communities, Session 2, Developing a Spending Plan, Spending Plan Challenges, p. 52-53. Building Native Communities, Session 2, Developing a Spending Plan, Tips for Managing Spending, p. 54-55.</p>
<p>7. Knows and understands credit and one's credit report.</p>	<ul style="list-style-type: none"> a. Describe the purpose of credit. b. Describe the importance of your credit history. c. Demonstrate how to read and analyze a credit report. d. Describe steps one can take to correct errors on one's credit report. e. Name the steps to take to build, maintain, and, if necessary, rebuild your credit history. 	<p>Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Traditional Migration Patterns, p. 110-111. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Importance of Credit, p. 112-113. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Advantages and Disadvantages of Credit, p. 114-115. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Using Credit, p. 116-119. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Types of Credit, p. 120-124. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Your Credit Report, p. 125-129. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Correcting Errors on Your Credit Report, p. 130-133. Building Native Communities, Session 4, Understanding Credit and Your Credit Report, Tips for Creating, Maintaining, and Reestablishing Your Credit History, p. 134-141. Weaving Your Future, C. 4, Keeping Your Vision on Track, p. 38-44.</p>

Spiritual/Religious Beliefs Domain

Learning Goal	Expectations	Activities
1. Knows and understands the influence of spirituality on personal development.	<ul style="list-style-type: none"> a. Define the term spirituality. b. Explain how spirituality can play a role in your everyday life. c. Explain how spirituality can play a role in your tribal community. d. Describe the difference between spirituality and religion. 	Ready, Set, Fly! Cultural Awareness #7. Literacy Net, Cultural Awareness, Spirituality – http://www.literacynet.org/lp/namericans/awareness.html Native American Spirituality – http://religiousmovements.lib.virginia.edu/nrms/naspirit.html
2. Is able to live in a spiritual/religious way.	<ul style="list-style-type: none"> a. Describe the role of spirituality/religion on your life. b. Describe how spirituality/religion impacts your behavior. 	Native American Spirituality – http://religiousmovements.lib.virginia.edu/nrms/naspirit.html
3. Is able to show respect for others.	<ul style="list-style-type: none"> a. Tell what respect is. b. Tell why it is important to be respectful to yourself and others. c. Role-play being respectful to others. d. Demonstrate respectful language to your family. e. Demonstrate respectful behavior to your family. f. Demonstrate respectful language towards elders. g. Demonstrate respectful behavior towards elders. 	Expanding the Circle, Theme 1, Unit 2, Lesson 1, Expectations, p. 61-64. Expanding the Circle, Theme 2, Unit 2, Lesson 1, What is Self Advocacy, p. 247-249. Expanding the Circle, Theme 2, Unit 2, Lesson 2, How Do You Get What You Need? p. 251-255. Social Skills Activities for Children, What is Respect? p. 28-29. Literacy Net, Cultural Awareness – http://www.literacynet.org/lp/namericans/awareness.html

Spiritual/Religious Beliefs Domain

Learning Goal	Expectations	Activities
<p>4. Is able to help his/her family.</p>	<p>a. Name three ways to help your family. b. Describe one’s role in your family. c. Describe expectations you think your family has of you. d. Describe how you might meet the realistic expectations of others and how to handle unrealistic ones. e. Describe how expectations influence problem solving. f. Describe the importance of problem solving on helping your family. g. Demonstrate a problem solving technique in a group.</p>	<p>Developing Your Vision, Book I, Combining Timeless Traditions and a College Education, p. 2. Developing Your Vision, Book IV, Giving Back, p. 30. Expanding the Circle, Theme 1, Unit 2, Lesson 1, Expectations, p. 61-64. Expanding the Circle, Theme 2, Unit 2, Lesson 1, What is Self Advocacy, p. 247-249. Expanding the Circle, Theme 2, Unit 2, Lesson 2, How Do You Get What You Need? p. 251-255. Expanding the Circle, Theme 2, Unit 3, Lesson 1, What is Problem Solving? p. 287-289. Expanding the Circle, Theme 2, Unit 3, Lesson 3, And Then There Were Five, p. 293-295. Expanding the Circle, Theme 2, Unit 3, Lesson 4, Group Problem Solving, p. 297-298. PATH, 93, My Family’s Health History.</p>
<p>5. Is able to help tribal/native community.</p>	<p>a. Name three ways to help your tribal/native community. b. Describe your role within your tribal community. c. Describe the expectations you think your tribal/native community has for you to contribute to the community. d. Describe how you might meet the realistic expectations of others and how to handle unrealistic ones. e. Describe how expectations influence problem solving. f. Describe the importance of problem solving on helping your community. g. Demonstrate a problem solving technique in a group.</p>	<p>Developing Your Vision, Book I, Combining Timeless Traditions and a College Education, p. 2 Expanding the Circle, Theme 1, Unit 2, Lesson 1, Expectations, p. 61-64. Expanding the Circle, Theme 2, Unit 3, Lesson 1, What is Problem Solving, p. 287-289. Expanding the Circle, Theme 2, Unit 3, Lesson 3, And Then There Were Five, p. 293-295. Expanding the Circle, Theme 2, Unit 3, Lesson 4, Group Problem Solving, p. 297-298. PATH, 2, Vision for Tribe. PATH, 85, Tribal Entitlements. PATH, 88, Legal Rights. Weaving Your Future, C. 6, Sharing the Vision, p. 54-55. Ten Reasons to be a Tribal Member - http://thorpe.ou.edu/OILS/rootspre.html U.S. Department of Housing and Urban Development – http://www.hud.gov/community/index.cfm</p>

Spiritual/Religious Beliefs Domain

Learning Goal	Expectations	Activities
<p>6. Is able to live in balance/harmony with others.</p>	<ul style="list-style-type: none"> a. Describe balance in your life in the following areas: mental, physical, spiritual, and emotional. b. Describe how you are interconnected with your tribe. c. Describe the importance of cooperation. d. Explain how workers of different occupations help each other meet their needs. e. Identify ways in which the family structure helps the group meet basic survival needs. f. Describe ways in which people have fun and laugh together. g. Describe activities or skills that can be learned from one another. h. Describe how a team can accomplish a task more effectively than one can alone. i. Describe how cooperation and problem solving are related. j. Demonstrate cooperation in a group. 	<p>Expanding the Circle, Theme 1, Unit 1, Lesson 10, Animal Sanctuary Olympics, p. 53-57.</p> <p>Expanding the Circle, Theme 2, Unit 5, Lesson 4, I Wish...I Wonder, p. 349-350.</p> <p>Life Skills Activities for Children, Helping Each Other Live, p. 298-299.</p> <p>Life Skills Activities for Children, Working Together, p. 300-301.</p> <p>Life Skills Activities for Children, Having Fun Together, p. 302-303.</p> <p>Life Skills Activities for Children, Learning from Each Other, p. 304-305.</p> <p>Life Skills Activities for Children, Helping Others, p. 334-335.</p> <p>Literacy Net, Cultural Awareness, Balance – http://www.literacynet.org/lp/namericans/awareness.html</p>

Tribal Affiliation Domain

Learning Goal	Expectations	Activities
<p>1. Knows and understands his/her tribal/native heritage.</p>	<p>a. Describe why it is important to learn about your tribe.</p> <p>b. Name three unique aspects of your tribe.</p> <p>c. Describe your tribal/native history.</p> <p>e. Name three past accomplishments of your tribe.</p> <p>f. Name three present accomplishments of your tribe.</p> <p>g. Describe the purpose of traditional tribal customs.</p> <p>h. Interview at least two elders on their thoughts of the past, present and future.</p> <p>i. Describe your tribe’s relationship with other tribes.</p> <p>j. Describe your family lineage and the role of the family in the tribe.</p> <p>k. Name four traditional foods.</p> <p>l. Describe traditional spirituality.</p> <p>m. Describe one traditional dance.</p> <p>n. Describe traditional medicines.</p> <p>o. Describe a traditional way of passing on historical information.</p> <p>p. Research and record the history of the community, if unknown.</p>	<p>Building Native Communities, Session 6, Accessing Credit, Part II, Financial Systems Before European Contact, p. 176-177.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 1, Community Timeline, p. 95-96.</p> <p>Expanding the Circle, Theme 1, Unit 4, Lesson 4, Picture Book, p. 103-108.</p> <p>PATH, 88, Legal Rights.</p> <p>Essentials of Indian Citizenship, Tracing Your Indian Ancestors – http://www.ok-history.mus.ok.us/arch/indiancitizen.htm</p> <p>Federally Recognized American Indian Tribes – http://www.indiancircle.com/links.shtml or http://www.artnatam.com/tribes.html</p> <p>Native American, Internet Resources, Contains Links to Directories, History Pages and General Sites - http://falcon.jmu.edu/%7Eramseyil/native.htm</p> <p>Native American Internet Resources, American Indian Tribal Directory – http://falcon.jmu.edu/~ramseyil/native.htm#B</p> <p>Native Americans at Princeton - http://www.princeton.edu/~naap/internet/</p> <p>Native American Sites, Numerous Sites Listed – http://www.nativeculture.com/lisamitten/indians.html</p> <p>The Wild West – http://www.thewildwest.org/native_american/index.html</p> <p>WWW Virtual Library, American Indians, Index of Native American Resources on the Internet, Culture, History, Nations - http://www.hanksville.org/NAresources/</p>

Tribal Affiliation Domain

Learning Goal	Expectations	Activities
<p>2. Knows and understands personal family lineage and the role of the family in your tribe.</p>	<ul style="list-style-type: none"> a. Describe why knowing about your family history applies to your transition from elementary, middle, and high school. b. Describe the importance of knowing one’s family history (e.g., identify relatives and clans/bands responsible to teach future generations, tribal enrollment). c. Complete family interviews to gather genealogical information. 	<p>Expanding the Circle, Theme 1, Unit 3, Lesson 2, Complete Family Interviews and Research to Determine Family History, p. 83-92. Essentials of Indian Citizenship Tracing Your Indian Ancestors – http://www.ok-history.mus.ok.us/arch/indiancitizen.htm</p>
<p>3. Is able to connect with his/her tribal/native heritage.</p>	<ul style="list-style-type: none"> a. Speaks and/or understands spoken and/or written native language. b. Demonstrate preparing three traditional tribal foods. c. Participate in at least four tribal/native community activities each year. d. Describe at least three traditional tribal customs. e. Participate in at least three traditional tribal customs. f. Recognize traditional tribal dances. g. Describe two tribal/native ceremonies. h. As appropriate, participate in at least two tribal ceremonies. i. Describe any inventions, games, occupations or customs unique to your tribe. j. Describe significant personal cultural events you’ve experienced. k. Describe how traditional customs help a modern world. l. Describe how to access traditional healing and/or other ceremonies. m. Describe roles of relatives and how to access relatives. 	<p>Expanding the Circle, Theme 1, Unit 4, Lesson 4, Picture Book, p. 103-108. Expanding the Circle, Theme 1, Unit 5, Lesson 4, My Cultural Timeline, p. 131-133. PATH, 97, Group Involvement. Federally Recognized American Indian Tribes – http://www.indiancircle.com/links.shtml http://www.artnatam.com/tribes.html Native Americans at Princeton, Links to American Indian Nations - http://www.princeton.edu/~naap/internet/ Native American Site, Information on Individual Native Nations– http://www.nativeculture.com/lisamitten/indians.html Ten Reasons to be a Tribal Member - http://thorpe.ou.edu/OILS/rootspre.html WWW Virtual Library, American Indians, Index of Native American Resources on the Internet, Culture, History, Nations - http://www.hanksville.org/NAresources/</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
<p>1. Knows and understands how knowing yourself contributes to positive interconnectedness within a family and/or tribal community.</p>	<ul style="list-style-type: none"> a. Identify aspects of positive self esteem. b. Tell at least three reasons why you are proud to be American Indian c. Identify at least three characteristics that future generations need to reflect. d. Talk about accomplishments and why they are important. e. Tell at least three positive personal traits. f. Describe personal learning styles and how they relate to learning and transition. g. Describe verbally and nonverbally the significant life events as they relate to the transition process. 	<p>Expanding the Circle, Theme 1, Unit 5, Lesson 1, How High is Your Self Esteem, p. 115-121.</p> <p>Expanding the Circle, Theme 1, Unit 5, Lesson 2, Accomplishments Tree, p. 123-125.</p> <p>Expanding the Circle, Theme 1, Unit 5, Lesson 3, A Message to Myself, p. 127-129.</p> <p>Expanding the Circle, Theme 1, Unit 5, Lesson 5, Learning Styles, p. 135-147.</p> <p>Expanding the Circle, Theme 2, Unit 2, Lesson 5, Checklist for My Assertiveness Behavior Quotient, p. 265-269.</p> <p>Expanding the Circle, Theme 4, Unit 1, Lesson 1, Winter Count, p. 623-627.</p> <p>Expanding the Circle, Theme 4, Unit 1, Lesson 3, A Presentation about Me, p. 631-635.</p> <p>Expanding the Circle, Theme 4, Unit 1, Lesson 4, Imagine... p. 637-639.</p> <p>Literacy Net, Cultural Concepts and Lessons, Celebrate Yourself! – http://www.literacynet.org/lp/namericans/concepts.html</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
<p>2. Knows and understands the impact of respectful, caring, responsible, and honest behavior on relationships.</p>	<p>a. Define respectful, caring, responsible, and honest behavior.</p> <p>b. Give examples of situations where caring, respectful, responsible, and honest behavior affected a relationship.</p> <p>c. Describe the role of manners in communicating respect for others.</p> <p>d. Tell what to do if someone is rude to you.</p> <p>e. Tell what being trustworthy is.</p> <p>f. Tell how to accept blame when it is your fault.</p>	<p>Life Skills Activities for Children, Meeting People, p. 330-331.</p> <p>Life Skills Activities for Children, At the Movies, p. 332-333.</p> <p>Life Skills Activities for Children, Rudeness in Others, p. 336-337.</p> <p>Life Skills Activities for Children, Including Others, p. 338-339.</p> <p>Life Skills Activities for Secondary, Acts of Kindness, p. 13-15.</p> <p>Ready, Set, Fly! Relationships #2.</p> <p>Social Skills Activities for Children, What is Respect? p. 28-29.</p> <p>Social Skills Activities for Children, Being Trustworthy, p. 32-33.</p> <p>Social Skills Activities for Children, Accepting the Blame, p. 165-167.</p> <p>Social Skills Activities for Children, Touching Others, p. 176-178.</p> <p>Social Skills Activities for Children, Someone Made a Mistake, p. 179-181.</p> <p>Social Skills Activities for Children, Tone of Voice, p. 268-270.</p> <p>Social Skills Activities for Children, Other People's Opinions, p. 273-275.</p> <p>Social Skills Activities for Children, Is This the Right Time? p. 276-277.</p> <p>Social Skills Activities for Children, Apologizing and Accepting the Blame, p. 308-309.</p> <p>Social Skills Activities for Children, Respecting Adults at Home and in the Community, p. 318-319.</p> <p>Social Skills Activities for Children, Including Others, p. 338-339.</p> <p>Social Skills Activities for Children, Saying Thank You, p. 345-346.</p> <p>Social Skills Activities for Children, Impolite Noises, p. 360-362.</p> <p>Social Skills Activities for Children, Excuse Me, p. 363-364.</p> <p>Social Skills Activities for Children, Answering Questions Appropriately, p. 391-392.</p> <p>Social Skills Activities for Children, RSVP, p. 402-403.</p> <p>Social Skills Activities for Children, Golden Rule, p. 404-405.</p> <p>Social Skills for Secondary, Worksheet 46, Respecting Others as Individuals, p. 222.</p> <p>Social Skills for Secondary, Worksheet 47, Recognizing the Value of Friendship, p. 222.</p> <p>Kids Health, Gossip – http://www.kidshealth.org/kid/feeling/</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
<p>3. Knows and understands how abuse, dishonesty, and disrespect impact relationships.</p>	<ul style="list-style-type: none"> a. Define in your own words abusive, dishonest, and disrespectful behavior. b. Give examples of how abuse, dishonesty, and disrespectful behavior impact relationships. c. Describe what to do if someone is trying to hurt you physically or emotionally. d. Describe where and how to get help if you can't handle or end an argument. e. Describe examples of vandalism and pranks and why they are harmful to self and others. 	<p>Life Skills Activities for Children, Vandalism & Pranks, p. 340-341. PAYA, Module 2, Safety Skills, p. 87-93. Social Skills Activities for Children, Laughing When Someone Gets in Trouble, p. 182-184. Social Skills Activities for Children, Don't Badmouth, p. 217-218. Social Skills Activities for Children, Not Hurting Feelings of Others, p. 260-261. Social Skills for Secondary, Worksheet 61, Having Respect for the Property of Others, p. 243. Social Skills for Secondary, Worksheet 63, Respecting Community Authority Figures, p. 243.</p>
<p>4. Knows and understands the concept of "community."</p>	<ul style="list-style-type: none"> a. Define and give examples of different communities (e.g. faith-based, cultural groups, neighborhoods, school, civic). b. Describe the responsibilities associated with being part of a community. c. Identify three things that make one a part of a community (e.g., age, culture, interest, needs). d. Recognize and explain the benefits of participating in diverse/different communities. e. Describe the history of your tribal community and its importance. f. Describe what it means to be a member of your tribal community. g. Describe how your sense of community goes beyond your physical communication. h. Describe what it means to be interconnected with other American Indians. i. Describe how to take physical care of the community (e.g., don't litter). 	<p>Expanding the Circle, Theme 1, Unit 4, Lesson 1, Community Timeline, p. 95-96. Expanding the Circle, Theme 1, Unit 4, Lesson 5, Circles of Our Multi-Cultural Selves, p. 109-111. Ready, Set, Fly! Relationships #12 Social Skills for Secondary, Worksheet 71, Volunteering at Agencies, p. 257.</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
<p>5. Knows how to communicate with friends and family.</p>	<ul style="list-style-type: none"> a. Demonstrate how to introduce oneself and greet others (e.g., handshake, eye contact, standard v. slang language, appropriate touching). b. Conduct a conversation using appropriate verbal and non-verbal language. c. Demonstrate giving and receiving feedback in two situations with family and friends. d. Demonstrate tolerance for the opinions of others. e. Describe the differences between assertive, aggressive and passive behavior. f. Describe traditional methods of communication in your community (e.g., through special ceremonies, written or oral). g. Demonstrate effective listening. 	<p>Expanding the Circle, Theme 2, Unit 2, Lesson 4, What Does It Look Like? p. 259-264.</p> <p>Expanding the Circle, Theme 2, Unit 2, Lesson 6, Toughest Indian, p. 271-277.</p> <p>Expanding the Circle, Theme 2, Unit 3, Lesson 5, Getting Along with Roommates, p. 299-302.</p> <p>Expanding the Circle, Theme 2, Unit 5, Lesson 1, The Power of Non-verbal Communication, p. 337-339.</p> <p>Expanding the Circle, Theme 2, Unit 5, Lesson 2, Reflections, p. 341-345.</p> <p>Expanding the Circle, Theme 2, Unit 5, Lesson 3, The Communication Challenge, p. 347-348.</p> <p>Expanding the Circle, Theme 2, Unit 5, Lesson 5, Telephone Line, p. 351-353.</p> <p>Expanding the Circle, Theme 2, Unit 5, Lesson 6, I Need to be Heard, p. 355-358.</p> <p>Expanding the Circle, Theme 4, Unit 1, Lesson 2, Words of Appreciation, p. 629-630.</p> <p>Life Skills Activities for Children, Who are You? p. 5-6.</p> <p>PAYA, Module 2, Social Skills, Communication, p. 144-150.</p> <p>Ready, Set, Fly! Communication #2.</p> <p>Social Skills Activities for Children, Sharing with Siblings, p. 331-333.</p> <p>Social Skills Activities for Children, Saying No Without Sounding Rude, p. 255-256.</p> <p>Social Skills Activities for Children, Don't Say Yes if You Mean No, p. 257-259.</p> <p>Social Skills Activities for Children, Meeting Other People, p. 355-356.</p> <p>Social Skills Activities for Children, Introducing Your Friends, p. 357-359.</p> <p>Social Skills Activities for Secondary, Understanding Another's Point of View, p. 10-17.</p> <p>Social Skills Activities for Secondary, Revealing Yourself to Others, p. 65-74.</p> <p>Kids Health, Families/Relationships – http://www.kidshealth.org/teen/your_mind/</p> <p>Kids Health, Feelings – http://www.kidshealth.org/kid/feeling/</p> <p>Literacy Net, Cultural Awareness, Communication – http://www.literacynet.org/lp/namericans/awareness.html</p> <p>The Drug and Alcohol Clearing House – http://www.prevlink.org/therightstuff/youth/express.html</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
<p>6. Knows how to communicate in school and/or work settings.</p>	<ul style="list-style-type: none"> a. Demonstrate how to introduce oneself and greet others (e.g., handshake, eye contact, standard v. slang language). b. Use effective listening techniques to clarify instructions. c. Demonstrate the ability to ask effective questions to obtain and/or clarify information. d. Demonstrate giving and receiving feedback in two situations with school personnel. e. Tell how to get the teacher’s attention appropriately. f. Tell when it’s okay to talk and when it’s not okay to talk with others in class. g. Describe how to treat the people who work at school (e.g., the principal, secretary). h. Demonstrate giving and receiving feedback in two work-related situations. i. Demonstrate tolerance for the opinions of others. 	<p>Expanding the Circle, Theme 3, Unit 3, Lesson 13, On the Job, p. 583-585. Expanding the Circle, Theme 3, Unit 3, Lesson 14, On the Line, p. 587-589. Life Skills Activities for Children, Who are You? p. 5-6. Life Skills Activities for Secondary, Getting Along with Authority, p. 193-195. Life Skills Activities for Secondary, Asking Good Questions, p. 196-198. Ready, Set, Fly! Communication #11. Ready, Set, Fly! Communication #12. Social Skills Activities for Children, Home Rules vs. School Rules, p. 22-23. Social Skills Activities for Children, When Teacher Leaves the Room, p. 34-35. Social Skills Activities for Children, Getting Teacher’s Attention, p. 36-37. Social Skills Activities for Children, Arguing with the Teacher, p. 40-42. Social Skills Activities for Children, When the Teacher is Talking, p. 43-44. Social Skills Activities for Children, Talking to Your Neighbor, p. 47-48. Social Skills Activities for Children, Did You Say Listen? p. 52-53. Social Skills Activities for Children, Knowing When to Quiet Down, p. 58-60. Social Skills Activities for Children, This is the Cafeteria, Not the Classroom, p. 89-91. Social Skills Activities for Children, It’s a Substitute, p. 92-93. Social Skills Activities for Children, The Principal, p. 96-97. Social Skills Activities for Children, The School Secretary, p. 98-100. Social Skills Activities for Children, Asking for Help Politely, p. 117-118. Social Skills Activities for Secondary, Making a Good Impression, p. 51-57. Kids Health, Feelings – http://www.kidshealth.org/kid/feeling/ The Drug and Alcohol Clearinghouse – http://www.prevlink.org/therightstuff/youth/express.html</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
<p>7. Is able to build relationships with his/her tribal/native community.</p>	<ul style="list-style-type: none"> a. Describe different types of relationships (e.g., family, friends, business, professional, marital, and dating). b. Explain the rules, boundaries, self-disclosure, privacy, and codes of behavior that relate to each type of relationship. c. Identify three characteristics of healthy and unhealthy relationships. d. Describe two ways to develop and/or enhance a new relationship with family, friends, other tribal members, mentors, co-workers, and romantic interests. e. Describe two ways to manage an unhealthy relationship (e.g. clarify boundaries, seek counseling, seek legal help, end relationship). f. Analyze the roles and responsibilities that both parties play in maintaining relationships. g. Describe how relationships change over time. h. Define what family is. i. Define what a friend is. j. Define what a tribal member is. k. Describe the traditional way of making relatives. l. Role play “being interested” techniques with an adult. m. Identify several techniques for showing interest in others. n. Tell several ways friends spend time together. o. Tell a polite way to invite someone else to join a group. p. Invite a friend to spend time together in a positive activity. q. Describe how participating in cultural events builds relationship. r. Describe how participating in intramural activities or sports can build community. s. Participate in community activities. 	<p>Expanding the Circle, Theme 1, Unit 2, Lesson 2, Connections, p. 65-68. Expanding the Circle, Theme 1, Unit 2, Lesson 3, Support Star, p. 69-74. Expanding the Circle, Theme 1, Unit 4, Lesson 3, Elder Interviews, p. 99-102. Expanding the Circle, Theme 1, Unit 4, Lesson 5, Circles of Our Multi-Cultural Selves, p. 109-111. Life Skills Activities for Children, Helping Each Other Live, p. 298-299. Life Skills Activities for Children, What is a Friend, p. 306-307. Life Skills Activities for Secondary, Being Part of a Family, p. 51-71. PATH, 2, Vision for Tribe. PATH, 5, Who Influences Me? PAYA, Module 2, Social Skills, p. 87-93. PAYA, Module 2, Social Skills, Love, p. 152-157. Ready, Set, Fly! Relationships #1. Ready, Set, Fly! Relationships #2. Social Skills Activities for Children, Being Interested in Others, p. 185-186. Social Skills Activities for Children, Spending Time with Others, p. 189-190. Social Skills Activities for Children, Inviting Others into Your Group, p. 191-193. Social Skills Activities for Secondary, Problems or Unusual Situations, p. 168. Kids Health, Friends – http://www.kidshealth.org/kid/feeling/ http://www.kidshealth.org/teen/your_mind/ Literacy Net, Cultural Awareness – http://www.literacynet.org/lp/namericans/awareness.html Ten Reasons to be a Tribal Member - http://thorpe.ou.edu/OILS/rootspre.html The Drug and Alcohol Clearinghouse – http://www.prevlink.org/therightstuff/youth/express.html</p>

Family/Community Values Domain

Learning Goal	Expectations	Activities
8. Knows and understands when to use “Indian humor.”	<ul style="list-style-type: none"> a. Describe “Indian humor.” b. Name three situations appropriate for using “Indian humor.” c. Name three situations not appropriate for using “Indian humor.” d. Describe the importance of “Indian humor” in everyday events. e. Describe a situation where you used humor to help you through a tough or difficult situation. 	Expanding the Circle, Theme 1, Unit 6, Lesson 1, Importance of Indian Humor, p. 157-159.
9. Is able to communicate in a respectful way.	<ul style="list-style-type: none"> a. Demonstrate respectful behavior. b. Demonstrate respectful conversations (e.g., role play). c. Describe how you handle anger. d. Identify different conflict resolution strategies. e. Demonstrate differences between passive, aggressive, and assertive behavior. 	<p>Expanding the Circle, Theme 1, Unit 6, Lesson 5, How do You Cope? p. 171-173.</p> <p>Expanding the Circle, Theme 1, Unit 6, Lesson 6, Positive Approach to Anger, p. 175-180.</p> <p>Expanding the Circle, Theme 1, Unit 6, Lesson 7, When You Were Angry, p. 181-183.</p> <p>Literacy Net, Cultural Awareness, Communication – http://www.literacynet.org/lp/namericans/awareness.html</p> <p>Literacy Net, Cultural Concepts and Lessons, Assertiveness – http://www.literacynet.org/lp/namericans/concepts.html</p>
10. Is able to learn from his/her elders.	<ul style="list-style-type: none"> a. Demonstrate interacting with elders. b. Builds relationship with at least one elder. c. Name three important tribal concepts to learn from elders. d. Describe role of elders in a tribe and community. e. Describe at least one community elder’s views on the past, present and their thoughts for the future. 	<p>Expanding the Circle, Theme 1, Unit 4, Lesson 3, Elder Interviews, p. 99-102.</p> <p>Literacy Net, Elders (Description) – http://www.literacynet.org/lp/namericans/concepts.html</p> <p>Literacy Net, Cultural Awareness, Respect – http://www.literacynet.org/lp/namericans/awareness.html</p>

Living in Two Worlds Domain

Learning Goal	Expectations	Activities
<p>1. Knows how to move back and forth between the reservation and city as needed.</p>	<p>a. Describe differences between the reservation and the city (e.g., lifestyle, people, living situation). b. Name three people to support you on the reservation. c. Name three people to support you in the city. d. Describe how to interact with others on the reservation. e. Describe how to interact with others in the city. f. Explore the impact of different social circles (city and reservation) that touch your life. g. Describe the importance of positive interaction between a person's native community and the surrounding community and vice versa.</p>	<p>Expanding the Circle, Theme 1, Unit 4, Lesson 5, Circles of Our Multi-Cultural Selves, p. 109-111. Expanding the Circle, Theme 2, Unit 2, Lesson 4, What Does It Look Like, p. 259-264. Expanding the Circle, Theme 2, Unit 2, Lesson 6, Toughest Indian, p. 271-277. Literacy Net, Understanding Cultural Group Identity and Behavior Patterns – http://www.literacynet.org/lp/namericans/identity.html Literacy Net, Cultural Awareness, Balancing – http://www.literacynet.org/lp/namericans/awareness.html</p>
<p>2. Knows how to stand up for himself/herself in a respectful way.</p>	<p>a. Describe how to communicate effectively. b. Demonstrate assertive communication in three situations. c. Describe how to advocate for yourself.</p>	<p>Expanding the Circle, Theme 2, Unit 2, Lesson 1, What is Self-Advocacy? p. 247-249. Expanding the Circle, Theme 2, Unit 2, Lesson 2, How Do You Get What You Need, p. 251-255. Expanding the Circle, Theme 2, Unit 2, Lesson 3, The Many Worlds I Travel In, p. 257-258. Expanding the Circle, Theme 2, Unit 2, Lesson 4, What Does It Look Like, p. 259-264. Expanding the Circle, Theme 2, Unit 2, Lesson 5, Checklist for My Assertiveness Behavior Quotient. p. 265-269. Ready, Set, Fly! Communication #15. Ready, Set, Fly! Communication #16. Social Skills for Secondary, Skill 4, Negotiating or Compromising, p. 26-32. The Drug and Alcohol Clearinghouse – http://www.prevlink.org/therightstuff/youth/express.html</p>

Living in Two Worlds Domain

Learning Goal	Expectations	Activities
<p>3. Is able to interact comfortably with people of other cultures.</p>	<ul style="list-style-type: none"> a. Identify and describe the customs of three different cultural groups. b. Describe the contributions that these cultures made/make to society. c. Respect the attitudes and beliefs of other cultural groups. d. Describe aspects of your own diversity. e. Describe how people have different experiences and will be able to relate to a personal episode that is important in his or her life. f. Tell about physical or mental conditions of others one might encounter. 	<p>Expanding the Circle, Theme 1, Unit 4, Lesson 5, Circles of Our Multi-Cultural Selves, p. 109-111.</p> <p>Expanding the Circle, Theme 2, Unit 6, Lesson 3, Structure Interview, p. 367-369.</p> <p>Life Skills Activities for Secondary, Ethnic Groups, p. 2-3.</p> <p>PATH, 81, Different People.</p> <p>PAYA, Module 2, Social Skills/Cultural Roots, p. 102-116.</p> <p>Ready, Set, Fly! Cultural Awareness #6.</p> <p>Ready, Set, Fly! Cultural Awareness #7.</p> <p>Ready, Set, Fly! Cultural Awareness #9.</p> <p>Ready, Set, Fly! Cultural Awareness #10.</p> <p>Social Skills Activities for Children, What is a Handicap, p. 262-264.</p> <p>Social Skills Activities for Children, People Who are Different, p. 265-267.</p> <p>Kids Health, Diversity –</p> <p>http://www.kidshealth.org/kid/feeling/</p> <p>http://www.kidshealth.org/teen/your_mind?</p>
<p>4. Knows how to effectively and respectfully respond to racism, prejudice, and discrimination.</p>	<ul style="list-style-type: none"> a. Define racism, stereotyping, prejudice, and discrimination. b. Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community. c. Describe how to use self-advocacy in responding to prejudice and discrimination. d. Describe how self-advocacy skills are similar to leadership skills. e. Describe legal action one could take to deal with discrimination at home, work, school or community. 	<p>Expanding the Circle, Theme 2, Unit 2, Lesson 1, What is Self-Advocacy? p. 247-249.</p> <p>Expanding the Circle, Theme 2, Unit 2, Lesson 2, How Do You Get What You Need? p. 251-255.</p> <p>Expanding the Circle, Theme 2, Unit 2, Lesson 3, The Many Worlds I Travel In, p. 257-258.</p> <p>Expanding the Circle, Theme 2, Unit 2, Lesson 4, What Does It Look Like? p. 259-264.</p> <p>Expanding the Circle, Theme 2, Unit 2, Lesson 7, The Common Ground, p. 280-283.</p> <p>Ready, Set, Fly! Cultural Awareness #11.</p> <p>Ready, Set, Fly! Cultural Awareness #12.</p> <p>Ready, Set, Fly! Cultural Awareness #13.</p> <p>Ready, Set, Fly! Cultural Awareness #14.</p>
<p>5. Knows how to develop a strategy to cope with change.</p>	<ul style="list-style-type: none"> a. Describe a process you can use to help you cope with change. b. Describe how you can ask others to help you with this process. 	<p>Expanding the Circle, Theme 1, Unit 6, Lesson 11, My Life Through My Lenses, p. 211-215.</p>

Appendix A. American Indian Guidebook Supplement Resources and Ordering Information

Building Native Communities: Financial Skills For Families

The Fannie Mae Foundation and First Nations Development Institute created this resource, a financial literacy curriculum, specifically for American Indian families. The curriculum is a unique tool to help Native people build on their own knowledge and develop personal financial skills while embracing Native traditions and values. It includes an instructor's guide and participant workbooks that enable any educator to help Native American families strengthen their personal financial skills. The curriculum provides 18 hours of training, including sessions on Building a Healthy Economy, Developing a Spending Plan, Working with Checking and Savings Accounts, Understanding Credit and Your Credit Reports, and How to Access Credit.

Available from the Fannie Mae Foundation, no charge

http://www.fanniemaefoundation.org/programs/native_american.shtml

For a free copy by mail, call 1-800-659-7557

Developing Your Vision while Attending College

This four part series is designed to help American Indians develop vision for their lives and successfully complete college education. It covers decision making, money management, financial aid, and planning for the future.

Available from the American Indian College Fund, no charge

<http://www.collegefund.org>

Expanding the Circle

This resource is designed to offer a structured process and a set of culturally relevant activities to facilitate a successful transition to adult life for American Indians. It is for high school students ages 14 and older. There is an optional personal portfolio system to document accomplishments (OnaaKonan System).

Available from:

Jean E. Ness, Ed.D.

Institute on Community Integration

University of Minnesota

109 Pattee Hall

150 Pillsbury Drive SE

Minneapolis, MN 55455

Phone: 612.624.4512

Phone: 612.625.5322

Fax: 612.624.9344

publications@icimail.umn.edu

\$55.00

I Know Where I'm Going (But Will My Cash Keep Up?)

A two-part workbook for youth ages 12 and older focusing on all aspects of money management. Developed specifically for youth in out-of-home care. Includes a section on career development. Self-teaching tool, or use with adult supervision.

Available from The Annie E. Casey Foundation (AECF), no charge

410-223-2890 or order via the Web site: <http://www.aecf.org/publications/#youth>

I Know Where I'm Going (But Will My Cash Keep Up?) - A Caregiver's Handbook

This resource provides tips on how to use the "I Know Where I'm Going" workbook listed above. It includes supporting activities that may be completed with the youth as part of daily living.

Available from The Annie E. Casey Foundation (AECF), no charge

410-223-2890 or order via the Web site: <http://www.aecf.org/publications/#youth>

Life Skills Activities for Special Children (Life Skills Activities for Children)

A resource for teachers, counselors, parents and others helping youth in upper elementary (ages 8-12) learning life skills. This practical easy to use collection of 145 open ended lessons with reproducible worksheets helps children develop the basic skills necessary to experience independence and success in everyday living. With each lesson, an objective, discussion ideas, and worksheet instructions are included.

Topics such as basic survival skills, personal independence, community independence, and getting along with others are covered.

Available from Jossey-Bass for \$29.95 plus shipping

1-877-762-2974 or order via <http://www.josseybass.com/>

ISBN#: 0-87628-547-7

Life Skills Activities for Secondary Students with Special Needs (Life Skills Activities for Secondary)

A resource for teachers, counselors, parents, and others involved with teaching youth life skills. Contains 190 activity sheets, discussion questions, applied exercises, and evaluation suggestions. Skills covered include: interpersonal skills, communication, academic and school skills, practical living skills, vocational skills, lifestyle choices, and problem solving.

Available from Jossey-Bass for \$29.95 plus shipping

1-877-762-2974 or order via <http://www.josseybass.com/>

ISBN#: 0-87628-541-8

Money Pals: Being Cool with Cash (Money Pals)

A two-part workbook for youth ages 8-10 focusing on all aspects of money management. Developed specifically for youth in out-of-home care. Includes a section on career development. Self-teaching tool, or use with adult supervision.

Available from The Annie E. Casey Foundation (AECF), no charge
410-223-2890 or order via: <http://www.aecf.org/publications/#youth>

Preparing Adolescents for Young Adulthood (PAYA)

This resource was created by Massachusetts Department of Social Services. There are five modules:

Module 1: Money, Home, and Food Management

Module 2: Personal Care, Health, Social Skills, and Safety

Module 3: Education, Job Seeking Skills, and Job Maintenance Skills

Module 4: Housing, Transportation, Community Resources, Understanding the Law, and Recreation

Module 5a and 5b: Young Parents Guide

PAYA can be used by the learner alone, or with an adult. Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Work book contains information and exercises for topic areas to help develop or strengthen the skills of the learner.

Available in PDF from www.caseylifeskills.org

Ready, Set, Fly! A Parent's Guide to Teaching Life Skills (Ready, Set, Fly!)

This resource was developed by parents for other parents to use when teaching life skills. The Activity Book is designed to be used in conjunction with the Life Skills Guidebook. It contains a series of activities and suggestions that may be used in one-to-one instruction. Ready, Set, Fly! is free from Casey Family Programs online at <http://www.caseylifeskills.org/rsf> or copies can be ordered from the National Resource Center for Youth Development at (918) 660-3700. For orders of 500 or more, contact G.A. Design Inc. at <http://www.gadesign.com/readyssetfly>.

Social Skills Activities for Secondary Students with Special Needs (Social Skills Activities for Secondary)

A two-part curriculum for high school students who need to learn and practice social skills. The first part focuses on 20 basic social skills. The second part focuses on the application of these skills in five different settings: home, school, work, among peers, and in the community. Over 180 ready-to-use worksheets. Adults instruct youth.

Available from Jossey-Bass for \$29.50 plus shipping
1-877-762-2974 or order via the Web site at <http://www.josseybass.com>
ISBN#: 0-13-042906-6

Social Skills Activities for Special Children (Social Skills Activities for Children)

A three-part curriculum for late elementary students who need to learn and practice social skills. The first part focuses on accepting rules and authority at school. The second part focuses on relating to peers, and the third part focuses on developing positive social skills. **Social Skills Activities for Children** helps children become aware of acceptable social behavior and develop proficiency in acquiring basic social skills. Skills are placed in the context of real life situations. Over 142 ready-to-use, reproducible activity sheets. Adults instruct youth.

Available from Jossey-Bass for \$29.95 plus shipping

1-800-956-7739 or order via <http://www.josseybass.com>

ISBN#: 0-87628-868-9

The Path Before Me (PATH)

The Path Before Me is designed to help American Indian Youth learn tribal ways and skills that will enable them to move into their own place. It contains questions to guide American Indian Youth towards responsible living. This pocket guide, designed by Mark Kroner, can be used by the learner on their own or with an adult. The books can be used with families, schools, youth groups, life skills classes, sharing circles, and elders.

Available From the National Resource Center for Youth Services for \$6.00 plus shipping

1-800-274-2687 or order via <http://www.nrcys.ou.edu/catalog/shop.html>

Weaving Your Future with Money and Wisdom (Weaving Your Future)

Weaving Your Future with Money and Wisdom was written and prepared by the National Endowment for Financial Education (NEFE). It is designed to help youth develop skills needed to take charge of their future. As stated in the booklet, “Your money skills, along with your wisdom, can combine to create a future where all things are possible – for you, your family, your village, your community and your tribe.”

Available as PDF file from http://www.unityinc.org/files/docs/weaving_our_future.pdf

FREE WEB RESOURCES

American Bar Association, Consumer’s Guide to finding legal help on the internet. Retrieved September 29, 2004 from –

<http://www.abanet.org/legalservices/findlegalhelp/>

Annual College Guide (2003), Boulder, CO: *Winds of Change: Career and Educational Resources for American Indians and Native Alaskans/Hawaiians*. A quarterly magazine published to provide a link between the traditional Indian communities and a technical society. Winds of Change target American Indians interested in all professions. Subject matter emphasizes job opportunities, career

improvement, environmental issues, role models, company perspectives, and tribal economic development. Retrieved September 29, 2004 from - <http://www.winds.uthscsa.edu/adinfo.html>.

Essentials of Indian Citizenship Tracing Your Indian Ancestors, Site contains information on tracing American Indian Lineage. Retrieved September 29, 2004 from - <http://www.ok-history.mus.ok.us/arch/indiancitizen.htm>

Federally Recognized American Indian Tribes, Contains a list of federally acknowledged tribes in the contiguous 48 states and in Alaska. The list of tribes was obtained from the Department of the Interior Bureau of Indian Affairs. Please note that these Tribes are not necessarily members of the Indian Circle Web Ring. Indian Circle includes this network of American Indian sites as a public service. Each site on Indian Circle has been reviewed for merit, authenticity and taste. Retrieved September 29, 2004 from – <http://www.indiancircle.com/links.shtml> or <http://www.artnatam.com/tribes.html>.

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Kids Health, Website offering information about physical, mental and emotional health for children, teens, and adults. Retrieved September 29, 2004 from –

<http://www.kidshealth.org/parent/medical/index.html>

http://www.kidshealth.org/parent/firstaid_safety/index.html

<http://www.kidshealth.org/parent/system/idnex.html>

http://www.kidshealth.org/teen/diseases_conditions/

<http://www.kidshealth.org/teen/infections/>

http://www.kidshealth.org/teen/your_mind/

http://www.kidshealth.org/teen/drug_alcohol/

http://www.kidshealth.org/kid/feel_better/

<http://www.kidshealth.org/kid/feeling/>

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Mapping Your Future, Information on establishing a budget. Retrieved September 29, 2004 from – <http://mapping-your-future.org/features/dmbudget.htm>

Native Americans at Princeton, Other Native American Information which contains links to educational, commerce, legal, organizations, internet and American Indian nations. Retrieved September 29, 2004 from - <http://www.princeton.edu/~naap/internet/>

Native American Internet Resources, This site contains the Internet School Library Media Center (ISLMC) Native American page. It contains bibliographies, directories to pages of individual tribes, history and historical documents, periodicals and general links. The ISLMC is a preview site for teachers, librarians, students and parents. The site can be searched or used as an index or sitemap. Last update 1/22/00. Retrieved September 29, 2004 from - <http://falcon.jmu.edu/~ramseyil/native.htm>

Native American Rights Fund, The Native American Rights Fund (NARF) is a non-profit organization that provides legal representation and technical assistance to Indian tribes, organizations and individuals nationwide. Retrieved September 29, 2004 from – <http://www.narf.org>

Native American Sites and home of the American Indian Library Association Web Page whose goal is to facilitate communication among Native peoples and between Indians and non-Indians by providing access to home pages of Native American Nations and organizations, and to other sites that provide solid information about American Indians. Retrieved September 29, 2004 from – <http://www.nativeculture.com/lisamitten/indians.html>

Native American Spirituality, (2001). This page offers an overview of Native American spirituality, a look at some specific tribes, the place of Christianity, and an extensive bibliography of American Indian web sites and publications. Retrieved September 29, 2004 from - <http://religiousmovements.lib.virginia.edu/nrms/naspirit.html>

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The Drug and Alcohol Clearinghouse, An extensive website offering information on physical and emotional health and social development. Retrieved September 29, 2004 from - <http://www.prevlink.org/therightstuff/youth/express.html>

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U.S. Department of Housing and Urban Development, Community resources and volunteer opportunity locator. Retrieved September 29, 2004 from - <http://www.hud.gov/community/index.cfm>

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For More Information

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