Self-Management, Self-Direction

Back to Basics
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Ellen Paterson, Executive Director
Ontario Native Literacy Coalition
Introduction

The Self-Management, Self-Direction: Back to Basics program is designed to help Literacy and Basic Skills students and practitioners communicate effectively about the many beginnings that can be explored in the journey of learning as an adult student. Thinking – Feeling – Behaving, these are integral parts of who we are as adults—where we have been, where we are now and where we hope to go with our accomplishments.

The program consists of the following ten components:

- Transitions
- Mind, Body & Spirit
- Self-Confidence/Self-Esteem
- Attitudes & Thoughts
- Self Defeating Behaviours
- Decision Making
- Goal Setting
- Communications
- Feelings & Emotions
- Time Management

The components are written to be used either as stand-alone lessons or as a ten-session program. The material promotes active student participation in a group environment but can also be used by independent students with support from their teachers/practitioners.

This program has been developed for Aboriginal adult students and, while authored by practitioners, it was a collaborative effort of both students and instructors. It encourages participants to examine their personal experiences and to begin, or continue, the process of embracing, understanding and accomplishing the goals that they set for themselves.
Program Goals

To help students develop:

- self-confidence
- an understanding of our Thinking-Feeling-Behaving
- a sense of identity, place and worth
- effective communication skills
- time management skills
- realistic short- and long-term goals
- ownership and accountability of their goal attainment
- the ability to acknowledge, evaluate and measure progress toward their goal achievement
- an understanding of how to apply knowledge and skills in real life situations
- the ability to receive and give constructive criticism
- decision making skills

Program Objectives

Students will:

- report greater confidence in their skills
- demonstrate improved attendance at their LBS programs
- be willing to acknowledge and accept praise for their talents and work
- show an ability to articulate their personal goals
- be willing to seek and consider advice and guidance in goal-setting and planning
- demonstrate an increase in goal-orientation – an increased certainty about their goals and how to obtain them
- demonstrate ownership of their individual Training Plans and goal attainment
The **Self-Management, Self-Direction: Back to Basics** program is a flexible course designed for Aboriginal adults who want to begin to build, or rebuild, the fundamental building block skills inherent in self-management and self-direction.

The current program consists of ten components but ONLC hopes that additional topics will be added in the future to continue enhancing this resource.

The components within this program encourage participants to examine their own development and to begin, or continue, the process of setting and achieving realistic life goals and continuous self-improvement. It has been developed with Aboriginal adults in mind and seeks to be culturally relevant and sensitive to the needs of First Nations but users are encouraged to adapt cultural references to reflect their local community.

This program was designed for use in Aboriginal Literacy and Basic Skills (LBS) upgrading programs across Ontario, but it can be successfully used in a variety of settings. The activities provided in the separate Learner’s Workbook (CD enclosed) are written so that LBS levels 3 and 4 learners can use them in self-directed learning situations, where that is appropriate. Many students with lower skills levels, however, will be much more comfortable if the facilitator/practitioner can provide a more directed and interactive form of instruction that relies less on strong reading and writing skills. ONLC strongly encourages facilitators and practitioners to use this material as a starting point and to use their own creativity and knowledge of their learners to adapt the materials to make them more interactive, stimulating, and culturally relevant. In particular, we encourage the use of discussions and Talking Circles to allow learners to work through the materials and learn from one another.
In some of the exercises suggestions have been included for other ways to approach or present the materials which might more actively involve lower level learners. These are just suggestions. It is up to individual facilitators and practitioners to determine the best method to reach and involve their learners.

The format and order of the ten topic modules leads to their use as a sequential course of instruction with each unit building on the knowledge of previous ones, but we also encourage each facilitator to use them individually as stand-alone lesson plans linked directly to their clients’ goals, needs and interest when that is more appropriate. You are also encouraged to add additional activities or discussions as needed to enhance or strengthen the level of understanding of participants.

The material promotes active student participation and the supplies required are simple and inexpensive. The Learner’s Workbook contains over 140 pages of activities and exercises, with enough white space to permit students to complete their work directly on the handouts. It also contains additional information and a student evaluation form. Using the masters provided in the Learner’s Workbook, practitioners can provide their students with handouts for the full range of activities and exercises or select just those that are of particular interest and applicability to their group.

Much of the learning in this program will come from the participants, honouring the value of their experience, allowing them to share the gifts the Creator blessed them with, and adding to their self-esteem and confidence. Facilitators are strongly encouraged to work with a local Elder when offering this program and to adapt the materials in this package to meet the needs of their group, especially where cultural components included in this text may not align with local customs and belief systems.

The next page contains a self-reflective evaluation form that has been provided for you to use with your students. Have students complete it before the program begins and again at the end. This will measure skills and insight gained during the training.
BEFORE YOU BEGIN THIS PROGRAM

Please use an X to mark on the line where you think your answer belongs.

AFTER YOU FINISH THE PROGRAM

Please use a ✓ to mark on the line where you think your answer belongs.

1) How would you rate your attendance at your LBS program?

0 1 2 3 4 5 6 7

2) Rate how confident you are in your skills.

0 1 2 3 4 5 6 7

3) How easy is it for you to apply things you learn in class to your real life?

0 1 2 3 4 5 6 7

4) How much responsibility do you take for your own work?

0 1 2 3 4 5 6 7

5) How easy is it for you to accept praise for your talents and work?

0 1 2 3 4 5 6 7

6) Rate your ability to articulate your personal goals.

0 1 2 3 4 5 6 7

7) How willing are you to ask for advice and help in goal-setting and planning?

0 1 2 3 4 5 6 7

8) How certain are you about your goals and what you want to do in your life?

0 1 2 3 4 5 6 7
Suggestions for Group and Independent Activity

Because not all participants will be comfortable with working in pairs or triads, at least in the beginning, you might want to facilitate the process in one or several of the following ways:

1. Select two of the more out-going students to form a group of 3, with you the facilitator as the third person. Model the activity of initiating conversation and drawing out the least talkative of the group. Repeat this process with different pairs or triads until you see that a comfort level is established.

2. Work with students to establish group rules and to establish the connection between the Seven Grandfather Teachings and the type of behaviour that is expected in the classroom. Emphasize the privacy of conversations in group sessions.

3. Circulate among your students, giving positive feedback and direction. If required, you can assume one of the roles again to redirect the practice. You can encourage the process of small group discussion by supplying some examples from your own experience but be careful not to dominate the conversation. Be sure to validate each person’s contribution, pointing out its value and relevance to the task at hand.

4. Use a variety of ways to group participants according to their skills levels and learning styles. One activity could put the stronger ones together to promote efficiency and reduce intimidation. Other activities could allow students with different levels of skills to complement each other: those with lower skill levels benefiting from the other’s strengths, and those with higher skills levels strengthening their skills by helping their partner.

5. Students who are not as comfortable with their reading and writing skills should be offered other ways to do the work. A good way to do this without drawing attention to the person who has lower skills levels is to involved the entire group in a more interactive version of the activity that depends less on the written word and more on creativity, discussion, role playing, etc.

6. It is of great importance that small groups are face to face when they speak to each other. It might be wise to arrange the seating so that this happens easily. Moving
chairs is a small inconvenience for the rewards gained by forming circles of intimacy.

7. When doing any small group work, it is important to bring the small groups together into a unit as a wrap-up to the activity. Students sometimes feel that they miss out on good ideas that may only have been discussed by others outside of their own group.

8. Not every student will agree to participate in the group environment and as facilitators or practitioners we must respect that. The exercises in the Learner’s Workbook have been developed so that they can be easily understood and completed independently. It is imperative in these circumstances that the facilitator/practitioner is available for positive feedback and direction to ensure that learning is taking place.

**Special Considerations**

For those who are working with Aboriginal students for the first time, here are a few special considerations. Our adult students come to us from many directions and often present a number of challenges unique to their individual circumstances.

While still maintaining knowledge and respect for their traditional culture and values, they are integrating into the mainstream educational and workforce environments. Even those entering the mainstream world for things like shopping and banking, or who have to move off reserve for reasons other than education and employment, suffer the same feelings of disconnection and transitional stress.

They frequently struggle with limited income and often face immediate barriers in practical areas like transportation, child care, and time management. All of this immediately puts students in a vulnerable position when entering our LBS programs. We will only add to their troubles if we do not recognize the need for providing an environment and experience that abounds with respect and
encouragement, one that acknowledges the courage that has brought them to us, through whatever means. We must first reinforce their dignity and their value when they enter our programs; only then will trust and the journey of learning begin.

The *Self-Management, Self-Direction: Back to Basics* program materials have been designed with this process in mind. Program intake linked with this material will provide the fundamental building blocks for both the student and the practitioner to build understanding, communications and trust. Rather than yet another system designed for controlling the necessary steps for educational and skills requirements, the student will be empowered with the immediate knowledge of how to set and attain their individual goals. This sense of ownership will encourage both the student and the practitioner towards a clear direction path resulting in the learner attaining skills and goals.

**Racial Tolerance**

Racial intolerance is a sensitive topic. Though a discussion of prejudice may make some feel uncomfortable, including the facilitator/practitioner, it is important to acknowledge the reality that racial intolerance does exist.

As you work through the lessons in this program with your students, any questions that arise on the topic of discrimination should not be ignored or avoided. Further, as practitioner, you may need to encourage the students to explore their own prejudices and the impact these make. Practitioners must model attitudes that demonstrate racial tolerance and affirm the legitimate differences between cultures.

Please remember that this program is not designed to be a therapy session. Deep wounds cannot be healed in a classroom. Your role is to support and encourage
their learning. Be prepared to refer participants to an appropriate agency to deal with their issues. In these incidents, consider asking an Elder for guidance.

Some of the preceding information was taken from, or adapted from, the Facilitator’s Introduction to the Completing the Circle: Teaching Our First Teachers family literacy program developed by ONLC and used here with permission.

Rationale

Everyone, Native and non-Native, needs to have certain fundamental building block skills in place before they can successfully add additional skills to prepare for specific outcomes such as employment, further education and training. The Self-Management, Self-Direction: Back to Basics skills program will help people gain these most basic of skills upon which they can begin to build, or for many re-build, their lives.

Each of the topics covered is presented with this in mind. The program meets the student where they are as they enter and takes them through the journey of learning who they are and what they want to accomplish. This empowers them to overcome the barriers they have encountered in their lives.

The Self-Management, Self-Direction: Back to Basics skills program recognizes that Aboriginal participants often have good verbal skills, based on their strong oral tradition, but may feel intimidated when using written language. This Facilitator Manual will help you become comfortable with the materials you are using with your learners so you can find ways to present the material that work best for them.

This program builds confidence, allowing each person who uses it to work at their individual level and helps ensure they are comfortable while contributing to the group process.
The Seven Grandfather Teachings tell us how to live a good life and are provided here as a way to guide your work with your students and, more important, to guide them in linking what they are doing and learning to these most fundamental First Nation teachings. We recommend that you go over the Teachings with your students and get them to discuss each one so they fully understand what it means to them, both as an individual and as part of a group, and how it can affect their learning. Your students may also want to work the Teachings into the group rules they set for themselves. Whether this happens or not, encourage them to keep these Teachings in mind while they are using their workbooks and working together.

It might be helpful to print the Seven Grandfather Teachings on a white board or piece of flip chart paper and keep it on display in the classroom throughout this program. Another suggestion would be to refer back to the Teachings at the end of each chapter or meaningful discussion, and ask them to relate what they might have learned to the Teachings.

There are many versions of the Seven Grandfather Teachings available and this one may differ in some respects from what you and your students are already familiar with. In some versions the order is different, in others the explanations may vary so you may want to reinforce that regardless of the wording, the central seven Teachings are always the same and are equally valid. Further on in the workbooks, learners will be given another version of the Teachings to emphasis this point.
Seven Grandfather Teachings

To cherish knowledge is to know **WISDOM**

To know **LOVE** is to know peace

To honour all the creation is to have **RESPECT**

**BRAVERY** is to face the foe with integrity

**HONESTY** in facing a situation is to be brave

**HUMILITY** is to know yourself as a sacred part of the creation

**TRUTH** is to know all of these things

The other element you may want to consider including in your introduction to this program is the Creation Story. Since each culture has its own version of how the world began it would be inappropriate to provide an example here. We recommend you consult with a local Elder and, if possible, have them come in to share the Creation Story that they were given.

Some resources related to Creation Stories have been provided at the end of this manual for those who cannot find a local Elder, or choose not to do so.
To the Practitioner:

This is your manual!

This guide was created to help you make the best use of this program and to help you maximize the learning of your students as they work through their individual workbooks. Those workbooks were co-authored by students just like them, people struggling with the same issues they have to face each day. Each of those students comes from the same place as your students; they think like your students do and behave like they do. Although each of your learners is a unique individual, they are not as different as they may think they are. This commonality of experience proves that no one is alone in what they are going through or the journey they are beginning together.

Remember the courage it takes for each of your learners to come to your program and take time to regularly congratulate them for taking this step in their life journey!

This program is designed to help students understand themselves. Its ultimate goal is to awaken their spirit, encourage and support them to balance their lives from within, despite all the external influences they have to deal with daily. Your role is to help them gain the knowledge and the ability to manage and to direct their personal selves so they can move to the better place they want to get to. This is why they made the decision to begin this journey of learning and, with your help, support and guidance, they will succeed.

Please encourage your students to complete the feedback survey at the end of their workbook. Their opinions are very important and can provide you, the facilitator, with valuable insight into what learning has taken place and what still needs to be done.

Good luck and remember to enjoy the journey of learning you are embarking on with your students.
The activities and exercises in the Learners’ Workbook provide one way to cover the material and reach the desired learning outcomes but we actively encourage each practitioner to use their abilities, creativity, and knowledge of their own learners to come up with ways to present the material holistically.

There are four primary learning styles - Intuitive, Emotional, Mental, and Physical. These align with the Medicine Wheel and the four aspects of mankind - spirit, heart, mind, and body. These, in turn, align to the four directions; East - strong inner spirits; South - inner peace; West - healthy minds and North - healthy bodies. To understand the learning styles of your learners and to teach so each can learn effectively is to teach holistically.

The Aboriginal Approach to Learning

The Aboriginal Approach to Learning

Adapted from *Native Learning Styles - An Assessment Tool*
EAST  **Intuitive learners** tend to be very visual; they need to see the material they are learning and they need time to digest the information and see how it fits into what they already know. Intuitive learners may need help in coming out of themselves to connect with others and may have difficulty understanding how others process information.

SOUTH  **Emotional learners** are much more in touch with, and aware of, their feelings. They learn by relating to other people so discussions work very well because they can learn by listening to others, including the instructor. Emotional learners tend to be creative and work well with time lines but they may need help to release their stored-up feelings. Putting in a few physical activities to break up the ‘book’ learning will help with this.

WEST  **Mental learners** tend to be very objective, logical and focussed. They like to work and learn alone and are visual learners who tend to learn well in a standard classroom situation where the instructor stands at the board and ‘teaches’ a lesson. Mental learners like clearly defined tasks and work well with time limits but their need to stick to the task and stay focussed can cause them to lose patience with others who learn differently. Individual written exercises followed by sharing with others works well for this group but they may need help in getting in touch with their feelings and understanding and forming relationships with other learners.

NORTH  **Physical learners** learn by observing and ‘doing’. They tend to be very practical, down-to-earth learners and need to be actively and physically involved in the learning process. Physical learners often have trouble learning in a traditional classroom situation because they are uncomfortable with the inactivity of sitting still in a seat and they can be easily overwhelmed by teachers who speak rapidly and provide lots of information verbally without allowing the learner the time they need to sort it out. Active exercises and lively discussions are their preferred learning methods where they can express their own individual opinions and feelings.

Teaching holistically involves presenting information in a balanced way so that all four learning styles are included and honoured.

As you go through this manual you will see that some suggestions have been offered for alternate ways to present the material. These are just other ideas to consider because, in the end, YOU know your learners best.
Trust your instincts and find your own path to meeting your learners’ needs through all the stages of their learning journey.

The Medicine Wheel
‘Stages of Learning’
(We enter the wheel from the east and travel clockwise as the sun moves)

YELLOW: Awareness - the learner identifies the need to learn

RED: Struggle (relating) - ongoing efforts to change negative life experiences
- identify factors and focus energy on changing them

BLACK: Building (Knowing) - developing new positive life experiences
- applying knowledge, information and facts

WHITE: Doing (Preservation) - integrating what the learner has learned in life
- having the knowledge and skills to help them make their way in the world
Transitions
The topic of this chapter is change and transition. Before you begin to take your learners through the exercises you may find it helpful to take a moment to go over the following background information. This is not meant to be a full overview of the materials, but it will help prepare you to assist your learners as they explore the ideas contained in this chapter. If you want more in-depth information there are many resources available through your library or on the internet. Beyond this background section the comments and suggestions inserted for the Practitioner’s use are shown in brown; answers in green.

The objectives of this Transitions chapter are:

- to introduce the idea that change is part of everyone’s life
- to explore how we react to change and why we react as we do
- to accept the past and develop positive ways to deal with the future
- to explore the idea of transition and adjustment to change
- to reinforce the positive lessons change can teach us

Change: Positive or Negative?

One area you might want to take a look at before beginning this chapter is how people react to change and transition. It is important that your learners understand that the results of any change can be positive or negative and you may want to emphasize that often when change first happens to us we don’t know which way it will turn out. In many cases a person’s attitude can affect how they react to a change in their lives and time almost always has a way of modifying how we feel about it. There is a saying that life is 10% about what happens to you and 90% about how you react to that 10%.

With any change there is always some feeling of loss but that is not necessarily a negative thing. If what you lost was something negative, like a dependency, the change would be a positive thing. Even a change that is a true loss can often be a door leading to a new opportunity or a new stage in your life. One thing is certain when people go through a significant life change it mirrors the feelings of personal grief.

The Six Stages of Response to Change

The six major stages of response to change are: Shock - Denial - Anger - Positive Acceptance - Exploration - Challenge. People will progress through these stages at different rates and if they experience more changes before dealing with the first one, their progress may stop and they can even regress to an earlier reaction stage.

For example, if someone has gone through SHOCK - ‘What? I don’t understand what you’re trying to say.’, DENIAL - ‘No! This can’t be happening to me!’, ANGER ‘How dare THEY do this to me, I don’t
deserve this!!’ and has finally reached **POSITIVE ACCEPTANCE** ‘OK, this has happened so I guess I have to deal with it’ stage and is hit with another big change they are likely to revert back to ANGER or even to the DENIAL or SHOCK stage. Then they have to go through the whole process again.

It is very helpful for learners to be aware of these responses so they understand that what they are feeling is normal and natural. As their knowledge level increases they will be more able to see where they are in this process of reaction to change and, therefore, to see that they are making positive progress in dealing with the changes in their lives, even the most devastating ones.

**Traditional Medicine Wheel Model**

The traditional Medicine Wheel model shown at the beginning of this manual as The Stages of Learning works equally well when looking at change since some kind of new learning is always part of effective change. Using that model, we start in the east where the idea that change may be needed begins as **Awareness** dawns. Moving to the South we begin the **Struggle** of changing negative life experiences and discovering the new skills we need to make positive change happen. In the West the knowledge gained in the South is applied as we begin **Building** new positive ways of being. Finally the North is the area of **Doing** where we preserve the knowledge we have gained and integrate it into our lives.

**Mainstream 5-Step Model**

Another way to look at change is the five step model that is commonly used for various problem behaviours like addictions to smoking, gambling, alcohol, and drugs. In this model there are five stages of change: pre-contemplation, contemplation, preparation, action, and maintenance. The main difference between this and the Medicine Wheel model is the addition of a Pre-Awareness component based on the assumption that the process of change actually begins before we are consciously aware that there is a problem requiring change.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.
Transitions

Warm up Activity: Ask the group what thoughts or words come to mind when they hear the word “change”. Record their responses directly onto a flip chart or white board. Let them know that change is a natural part of life and that in this lesson unit they will be learning more about how it affects us all and how we can learn to live with it more easily. You may want to leave their responses up and refer back to them at the end of the unit. Ask them if, after what they have learned, they would like to change, delete or add anything on their list and why.

As we go through life, situations happen that result in something else coming to an end. It could be the end of a relationship, the loss of a job, or simply the loss of a wallet. Suddenly, things aren’t what they used to be. Our reality has changed, either temporarily or permanently. These results can be either good or bad.

We find ourselves in a phase called transition. Transition is the process of changing from one state or condition to another. It begins with the end of what was (the ending phase), continues on to the exploration of what is now, and ends with the new beginning of what will be. There are a series of actions or steps involved in this process that we need to experience so we can continue to move forward towards reaching our goals.

Life Events

Group Activity: Explain the following exercise and ask learners to go through it in small groups of two or three. Record their answers. Once they have had time to do this, ask them to report their findings group by group and post the answers on the board or on a wall. Encourage them to share their thoughts or feelings as they work through the exercise.

Take a few moments to reflect what people, places, or things have come to an end in your life.
For each of your examples, take the time to consider the following questions:

a.) Is the situation temporary or permanent?
b.) Is it possible to get back what was lost, or is it better off missing?
c.) How is this affecting your life today?
d.) What adjustments are required?

Optional Follow-Up Writing or Oral Sharing Activity
Ask students to write or tell a story about a negative experience they have had that turned out to have a positive outcome. Give examples if necessary.

Optional Follow-Up Group Discussion:
Ask students to share their stories with the group and encourage whole group discussion.

Coming to Terms with Endings and Loss
The original exercise is shown here with some possible answers. Your group may come up with many difference answers and that should be encouraged. At the end of the exercise you will find some suggestions for alternate ways to present this segment.
Fill in the spaces beside the situations given below with a feeling or the feelings you or someone else may feel if the situation happened to them. There is a page of ‘feelings’ at the end of this exercise you can choose from or create your own. Next, identify what loss might be associated with that situation and write it in the space provided.

a.) You move to a new community (feelings) apprehension, sadness, loneliness OR excitement, hope
Loss: closeness to family, friends, community, familiarity

b.) You’ve lost your job (feelings) anger, surprise, fear, self-pity, worry
Loss: work, self confidence, money, status

c.) You get promoted to a management position (feelings) excitement, fear, nervousness, pride, confidence, happiness
Loss: co-workers, familiar work, comfort zone

d.) You are sentenced to six months in jail (feelings) anger, depression, fear, guilt, shame
Loss: freedom, family, friends, job, school, choices

e.) You quit smoking (feelings) tension, hope, pride, energy, anxiety, restlessness, panic
Loss: stress reliever, comfort, friend, habit, people, places, cost of buying smokes, smoke smell

f.) A family member dies unexpectedly (feelings) shock, denial, depression, sadness, grief, emptiness
Loss: the person’s presence, future, hopes

g.) You quit school (feelings) frustration, disappointment, relief, failure, hopelessness
Loss: classmates, commitment, motivation, time, structure, education, preparation for work

h.) A relationship ends (feelings) depression, anger, loneliness, anxiety OR relief, happiness, freedom
Loss: commitment, dreams, plans, intimacy

i.) A child is born (feelings) excitement, fear, happiness, pride, nervousness, joy
Loss: single life, friends, freedom, time, leisure, sleep

j.) Get married (feelings) happiness, fear, nervousness, security
Loss: friends, freedom, single status
Charades:  
Prepare cards that describe different ‘feelings’. You can use the words provided, make up your own, or ask the learners to do this. Arrange them on a desk where the group cannot see them. As each situation is read, ask for a volunteer to come forward, look at the feelings cards on the table, pick the one that they think best fits the situation. Then they act out the feeling, using the Charades game format to get the group to guess the feeling being acted. Once the feeling has been identified ask the group to suggest and discuss what types of loss might be associated with that situation.

Scenario Activity:  
Ask each learner to come up with one scenario of an unexpected event that could happen in people’s lives. For example: After years of service you are laid off from your job or, you have been involved in a serious car accident. Ask each person to share their scenario and get the group to imagine how they would feel if that happened to them. Ask the group to work together to identify what local resources are available to help people cope in that situation.

Skits:  
If some members of the group are comfortable with the idea, they might put on short skits based on the scenarios they have developed.

**Feelings**

relief   resentment   shock   content   pride

anxiety   anger   guilt   hopelessness

denial   fear   happiness   surprise

regret   depression   lonely
The statement below is in the Learner Workbook. This could be an excellent time to introduce the Six Stages of Response to Change mentioned in the background pages at the beginning of this chapter. Discuss the fact that this is a natural process that we all have to go through.

It is natural and important that we allow ourselves to feel whatever it is we are feeling so that we can “go through” the experience. That is the only way to come out on the other side. But if we stop that process we will stay stuck in that experience which will prevent or interrupt us from transitioning to a new place.

**Changing What We Can Control**

This activity and the next one (Letting Go of What We Can’t Control) can be done together or separately - your choice.

**Group Activity:**

Break learners into two groups. Have one group brainstorm things we can control and have the other group brainstorm things we cannot control. Taking turns, have each group post their lists and tell why they chose those things. Ask the other group if they have anything to add.

**Examples:**

<table>
<thead>
<tr>
<th>Can Control</th>
<th>Can’t Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>How we think, feel, act</td>
<td>How others think, feel, act</td>
</tr>
<tr>
<td>Education</td>
<td>Birth, Culture, Nationality</td>
</tr>
<tr>
<td>Decisions</td>
<td>Past, Future</td>
</tr>
</tbody>
</table>

**Collage:**

Provide the group with magazines and materials to create their own pictures and ask them to work in small groups of three or four to produce a collage. You can let them decide whether to do things we can control or those we can’t OR you can assign topics to groups OR you can prepare slips of paper naming the two options and let a member of each group draw their topic from a hat. After the collages are done, have each group present their work to the others.
2 Discussion Options:

Working in pairs or small groups, have them discuss the topics and then report back to the group OR move them into a Talking Circle and have them react to and discuss each topic as you present it.

Identify what you can control and have the power to change. Write a brief statement after each point describing what it means for you.

a.) How you feel
b.) What you do
c.) The choices you make
d.) What you think about
e.) How you spend your time
List some others:

Letting Go of What We Can’t Control

Identify what you don’t have control over or the power to change. Write a brief statement after each point describing what that means for you.

a.) The weather
b.) How other people feel
c.) What other people do
d.) What others think about
f.) The past
g.) The future ______________________________________________

List some others: ___________________________________________

**Note:**
This following statement and final activity are from the Learner’s Workbook. The term ‘ending phase’ is used here for the first time so you may want to explain that it refers to the final stage of transition and would equate to the fourth stage of Response to Change - positive acceptance.

**Group Discussion** or a **Talking Circle**
would be good ways to explore the following issue.

Knowing the difference between what we can change and what we can’t change is the key to transitioning to the ending phase. How will learning about this difference help you in your journey?

______________________________________________________

**Support Systems**

To “go through” means to identify what you are feeling and to share those feelings with someone who is supportive and trustworthy. That person could be an Elder, an educator, a spiritual advisor, a friend, a family member, or a counsellor.

List the people or organizations that you can trust for support.

**Examples:**

<table>
<thead>
<tr>
<th>Elders</th>
<th>Educators</th>
<th>Spiritual Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>Family members</td>
<td>Counselor</td>
</tr>
<tr>
<td>Organizations</td>
<td>Healing Circle</td>
<td>Sweat Lodge</td>
</tr>
</tbody>
</table>
Consensus Building:

Have each learner do this by themselves first. Then get them to find a partner and compare and discuss their ideas and come up with a single list they both agree on. This could be done once more by having two groups come together in a group of four to discuss their lists and come to consensus. Or you could have the partner pairs report to the whole group and discuss the reasons for what they came up with.

Group Discussion or a Talking Circle:

Either one would both be good options for this segment.

Power of Guilt

As practitioner you are the one who knows your group. This activity may make some of your learners uncomfortable. You may want to discuss this with the group openly, have them do the activity on their own and then give them the option of sharing with the group if they feel comfortable doing so.

Guilt is caused when you feel responsible for some problem or offence and you punish yourself about it. Feelings of guilt for something we did or didn’t do can sometimes go on for years. This self-torture doesn’t have the power to change anything that has already happened nor does it have the power to change our behaviour. Because, once we pay the price, we are free to do it again.

At the present time do you feel guilty for something you did or for something you didn’t do? If so, write about it in the space below.

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Before, during or after this lesson on guilt and the following one on forgiveness, members of the group may feel the need to share their experiences. If that is the case, encourage them to form a Talking Circle for sharing.
Power of Forgiveness

Maybe what we need is to forgive ourselves. After all, we now know we cannot change the past. We all have to come to a point in our lives where we can say, “Enough is enough! I will not punish myself any more. I will forgive myself and try not to do it again.”

Write forgiving statements:

I will forgive myself for ________________________________

I will forgive myself for ________________________________

I will forgive myself for ________________________________

Maybe we need to forgive someone else. Feeling bad about someone for something they did or didn’t do to us is called resentment. Resentment gives the other person our power because it allows them to control how we think, feel and behave. When you forgive them, you are doing yourself a favour. It sets you free from the power they had over you and allows you to decide how you want to think, feel and behave.

Think of some people or organizations that you might feel resentment towards.

Is there anyone or any organization that you are willing to forgive? To do this you will need to participate in the forgiveness process, allowing yourself to take your power back.

These are some people or organizations I am willing to forgive.

I am willing to forgive ________________________________ for ________________________________

I am willing to forgive ________________________________ for ________________________________

I am willing to forgive ________________________________ for ________________________________

The power of forgiveness does not depend on whether individuals choose to accept our offer of forgiveness. If we let this bother us, this is just another way in which we continue to give them our power.

We have no control over how other people choose to feel or react. In the same way, we do not allow other people to be responsible for how we choose to feel - that is something only we control.
Physical Break:

At the end of this section you may want to help the group reduce tension by playing an active game or going for a nature walk.

Accepting the Past

Circle Discussion:

The following exercise would be a good opportunity to hold a discussion with the whole group.

We all have favourite sayings, quotes or phrases that we use all the time. Here are a couple that could help us when we need to accept the past.

“It wasn’t meant to be”

“When one door closes... another door opens”

“What will be ... will be”

If you have a favourite saying that helps explain what has happened to you in the past, write it here and be prepared to share it with the group.

Once the past is accepted, we transition to a time and place somewhere between the old and the new. We may feel very uncomfortable, confused, powerless, out of control, uncertain and we may fear the unknown. It is at this point we tend to put up barriers and resist making the necessary changes to move forward. We refuse to leave our comfort zone – a familiar place, even when it is in our best interest to move on.

Resistance to Change

Warm Up:

Pair up group members. Students are in a back-to-back position. Have one student change three things about their appearance. They turn to face each other and the other partner tries to identify what was changed. Reverse roles and replay.
Follow-Up Discussion:
Ask group members to share their thoughts and feelings about the exercise.

What barriers do you put up when faced with the challenge to change?

______________________________________________________________________________

a.) Do you make excuses?         yes or no
b.) Do you feel resentful?          yes or no
c.) Do you sabotage yourself?  yes or no
d.) Do you become defensive? yes or no

Small Group Discussion:
Work in pairs and ask learners to discuss these questions and be prepared to report back to the group and share their findings.

North/South:
Designate one corner of the room as a YES corner and the opposite as the NO corner and the middle of the room as SOMETIMES. Ask each of the questions and get learners to physically move to the corner that represents their answer. Give them one or two minutes to talk among themselves about why they are in that corner before asking the next question and getting them to move again. If there is not much movement from question to question it shows consistency in the group. This could lead to a good group discussion on why that is the case and what, if anything, they can do as individuals to change their level of resistance to change.

Time of Exploration

Once we have accepted the past, we transition into the second phase, a period of change. What if this period of adjustment was re-defined as a time of exploration? What if we allowed ourselves to take a risk, try something new, and leave that place of comfort to look forward to the journey ahead, instead of being afraid? Excited about the new person we are becoming, we realize that the strengths we gained through our struggles have made us stronger.
Think about some things you could explore about yourself. If you would like some examples to get you started, there are some ideas shown below.

A few suggestions of things you could explore about yourself:

- likes & dislikes
- new ways of behaving
- new feelings
- new ways of thinking
- hobbies
- special talents
- interests
- weaknesses
- strengths

Group Activity:

Give each person six or seven circles cut out of construction paper. They can be different sizes and colours as long as they are large enough to write on. Ask them to write one or two words on each one that describes something they would like to explore about themselves. Going around the circle, get each person to name one thing and post that circle on the board. Ask if anyone else has the same or a similar one and get them to put their circles with the first. Move on from person to person, each selecting one of their circles and posting it on the board. Encourage them to group their circles with similar ones.

The Journey Ahead

The last stage of the transition period is when a new beginning forms. We see ourselves as new people, doing things differently, walking a new path, and making commitments for the future.

In summary, as we experience life’s challenges we learn, mature and grow. From each new experience we take a new memory or a new lesson. We can then place it amongst our special memories or items within our personal Medicine Bag.
What items are in your Medicine Bag right now?

Some items you might want to consider:

- Patience
- Control
- Optimism
- Creativity
- Relaxation
- Understanding
- Self Discipline
- Problem Solver
- Self-Confidence
- Humour
- Decision Maker
- Belief in yourself

Class Visit:

Invite a local Elder, Medicine Man, or traditional person to talk about the history of Medicine Bags: how they were made, what they might contain and their purpose and significance to the individuals who owned them.

What items would you like to add?

Use the spaces provided to list your ideas.
YOUR Medicine Bag

Medicine Bag Craft:

Have your learners make real Medicine Bags. How you would do this depends on the time and funds you have and the size of your group. You could ask a local traditional person to come in and show them how to make a real suede bag and then have a local craft person come in and show them how to create a simple beaded pattern on it. You could have an Elder come in and talk about some of the traditional designs that would have been used in your area.

A simpler idea would be a circle cut out of material with a string closure made by doing a loose running stitch around the outer edge with a needle and thread. The circle could be decorated with a painted design or could be embroidered.

Ask each person to write the items they wanted to add on pieces of paper and put those inside the Medicine Bags until they could find real objects to take their place.
Mind, Body & Spirit
In this chapter we learn more about our minds, bodies and spirits and the importance of finding balance in our lives. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. Beyond this background section the comments and suggestions inserted for the Practitioner’s use are shown in brown; answers are in green.

The objectives of this Mind, Body & Spirit chapter are:
- to introduce the idea that our minds are powerful tools
- to explore how our bodies work and how they speak to us
- to develop an understanding of what our spirit is and its power in our lives
- to explore the idea of developing our spirit and making it stronger
- to reinforce the importance of finding balance in our lives

As the title of this chapter suggests, the content is divided into three separate areas:

Power of the Mind    Power of the Body    Power of the Spirit

Mental Wellness
This chapter starts by exploring the power of the Mind, which leads to the issue of Mental Wellness. While the exercises involved are not overly intense, there is no way to pre-determine how learners will react to discussing mental health issues, especially if there is a history of mental illness in their family or circle of friends.

For this reason you may want to do some research into what Mental Health services are available in your local community so you can refer learners to the support services that are available to them and their families. Inviting your Community Health Representative (CHR), or someone from a local Mental Health or Public Heath office, to join the group for the first part of the discussion might also be an idea to consider. They would be able to answer any specific questions your learners might have.
Body Awareness

The next activities deal with the Power of the Body. Again the exercises and activities included in the Learner’s Workbook are not intense but if the group shows an interest in this topic it would be a great time to do some additional training on related subjects like hygiene, nutrition, healthy body image, weight control, exercise, diabetes—whatever is of interest to your learners. If you would like to gather additional information in any of these areas you can do so online or by asking your local librarian. Inviting a local Nurse Practitioner to join the group would be another wonderful way to explore this topic.

Traditional Native Spirituality

The third and final section deals with the Power of the Spirit. How the Spirit is defined and what it means to a person is a very personal thing and is also influenced by the culture and traditions of the community they live in. For this reason there are fewer answer keys in this section because there will be many right answers coming from your learners. It would be an excellent time to invite a local Elder or traditional person to join you to bring knowledge, guidance and support for your learners and for yourself.

Seven Grandfather Teachings

This chapter ends with the Seven Grandfather Teachings. If possible, have a local Elder or traditional person present these Teachings and lead the discussion about their importance to everyone who is seeking balance in their lives. There are many versions of these Teachings so if your local community, or the Elder you invite, has a different version of the Teachings you are encouraged to use it rather than the one included in this chapter.

These seven Sacred Gifts were taught to the First Elder, who then passed them to the next generation. They tell us about the skills needed to live good lives and raise good children. They are essential to the building of all Nations. These are often known as the Seven Grandfathers or the Seven Grandfather Teachings and they cover all aspects of our emotional, spiritual, physical and intellectual development. You must have all seven of the Teachings in order to be able to live balanced life.
On the Medicine Wheel they are shown coming from the North down to the center which is the balance point of the Wheel. They remind us how to treat each other. They also remind us that each of us is responsible for taking care of our Mother Earth.

Encourage your learners to try to live by these seven Teachings. Sometimes it may be hard to apply all of them daily, but we must try if we want to live a balanced life and be a good role model for our children.

Make sure they understand that they cannot just pick one or two of the Teachings because if you try to leave one out it does the opposite of that Teaching. For example if you don’t practise honesty, you cheat. If you don’t practise truth, you will lie.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the style(s) they address.

Power of the Mind

Since this chapter deals with Mind, Body and Spirit it might be worthwhile to take a few moments to review the information about the Medicine Wheel (at the end of the Introduction section) before beginning to teach this unit.

Part 1

This definition of mental wellness highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. The mind houses our thoughts, ideas, imagination, memory and consciousness (self-awareness). It controls how we manage information, solve problems and make decisions.
Consider the following questions:

**Talking Circle Activity:**
Discuss the questions in a group setting.

a. **Can you find the resources needed to solve problems?**
   Help your learners identify what resources they might need. Give suggestions where to find the needed resources. For example: financial, counseling, education, guidance, parenting, child care.

b. **Are you able to seek and maintain healthy relationships?**
   The practitioner should lead into this question by discussing what defines a healthy relationship. Some features of a healthy relationship are: the ability to communicate with one another, the ability to express your needs and to support each other and those in your community including: children, parents, relatives, co-workers, classmates and authority figures.

c. **Do you balance the amount of time you spend by yourself, with family, friends, at work, in the community and at play?**
   Ask your learners to think about the various parts of their lives and whether the time they are spending with others is balanced. Balance doesn’t necessarily mean equal amounts.

d. **Do you have the skills needed to cope with and bounce back from stressful situations?**
   Talk to them about inner strength - perhaps they have seen this in older people in their communities. It is more than self-confidence - it is strength of spirit and those who possess it have the ability to comfort themselves in hard times; they have self-discipline and control, as well as humour and patience. You may also want to talk to your learners about relaxation techniques that can help them cope with daily stress.

If you answered no to any of these questions then your mental wellness may be at risk. Learning to tap into the power of the mind and using it as a source of strength, will be beneficial to your overall well-being and will improve all areas of your life.
Life Areas Affected

Below are a number of dark clouds. Sometimes when our mental health is suffering it feels like we are living under a heavy cloud.

Take a moment to think about how many areas of your life could be affected if your mental health is suffering. In each cloud describe how that area could be affected - what would it feel like to you.

Group Discussion:

Rather than use the clouds provided here, consider drawing a large Medicine Wheel on the board, divided into the four quadrants of Body, Spirit, Mind and Heart. Have students work together to discuss how each area could be affected.

Small Group Activity:

Break learners into four groups. Assign each one a life area or quadrant or have them draw one from a hat. Beforehand draw a large circle on flip chart paper, divide it into quarters and cut out the pieces. Give each group one of the pieces and ask them to think about how their area is affected if mental health were suffering. Have them draw or write their information on their paper and when all are done ask them to start building their Medicine Wheel. Each group in turn sticks their quadrant to the board and explains their findings until all are done and you have a completed circle. As each group is adding their information you might also want to get the group to discuss what it would look like: how could you tell if you, or someone you know, is having problems in one area of their life?
When your mental health is not suffering things often look much brighter. Think of some areas of your life that are affected if your mental health is NOT suffering and describe how those areas could be affected.

Practitioners can have the group use the clouds provided or repeat the exercises from the previous activity, this time looking at the positive side.

Alternate Idea: Pair the learners with a partner they haven’t been with before. Give each pair a full sheet of flip chart paper, scissors and markers. Ask them to cut out a cloud (any way they want to) and write, draw or do a collage on their cloud of how they feel when their mental outlook is sunny. These can be stuck to the board at random as the groups report OR they can be positioned by direction as they relate to the Medicine Wheel.
Cleansing the Mind

Before we can begin to cleanse our minds we need to think about what is in there right now. Negative thoughts - thing that are disturbing your well-being need to be removed.

Think about a Dream Catcher and how it works to protect our dreams.

Traditionally a Dream Catcher is hung in a child’s window to keep bad dreams from coming in and disturbing their sleep.

Dream Catchers are circles with woven strands that fill in the centre leaving only a small hole through which good dreams or positive energy can pass.

The weaving catches bad dreams or negative energy and holds them tightly in its strands until the morning light can destroy them.

Imagine you have a Dream Catcher hung in front of your ‘mental window’ that could catch and hold the negative thoughts in your mind and hold them until the sun destroyed them.

What kinds of things would you like your Dream Catcher to catch and destroy?

<table>
<thead>
<tr>
<th>Hurts</th>
<th>Guilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resentments</td>
<td>Shame</td>
</tr>
<tr>
<td>Images</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Close your eyes and visualize your Dream Catcher moving gently as those bad thoughts and negative energy are trapped. When they are all out, let the sun break through and watch them disappear.

Dream Catcher Craft:
Ask an Elder or traditional person to come in and teach your group how to make a real Dream Catcher. If you asked your learners to look for feathers a couple of days before this exercise so they could use them it would make it more meaningful. If you do not have anyone who can teach this traditional craft you can easily find directions on the internet.
**Alternate Idea:**

This activity would do for this section and the one below. Whether you have your group make Dream Catchers or not, you can draw a large one for them, or ask the artist in the class to do this. Give each person two pieces of paper and ask them to take one and write something they would like a dream catcher to hold and take away from them and on the other something they think the dream catcher should let come through to them. Ask the group to come up together and stick their thoughts on either side of the dream catcher.

Another option here is to write two things as above but instead of thinking about themselves when they do it, have them do the exercise for mother earth or their children or their nation.

**Examine What Goes In**

Now it is time to think carefully about what you will allow to go into your mind.

Think about the following words and decide which ones you will allow in and which ones your personal Dream Catcher should keep out.

<table>
<thead>
<tr>
<th>Allow in</th>
<th>Keep out</th>
</tr>
</thead>
<tbody>
<tr>
<td>creativity</td>
<td>gossip</td>
</tr>
<tr>
<td>empathy</td>
<td>negativity</td>
</tr>
<tr>
<td>memories</td>
<td>worry</td>
</tr>
<tr>
<td>drugs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>love</td>
</tr>
<tr>
<td></td>
<td>forgiveness</td>
</tr>
<tr>
<td></td>
<td>spirituality</td>
</tr>
<tr>
<td></td>
<td>jealousy</td>
</tr>
<tr>
<td></td>
<td>gratitude</td>
</tr>
<tr>
<td></td>
<td>resentments</td>
</tr>
<tr>
<td></td>
<td>violent images</td>
</tr>
</tbody>
</table>

Briefly explain your choices.
Here are some ideas that may come up but encourage your group to be creative and talk about what is real and meaningful to them.

**Creativity:** allows expression, feelings of pleasure  
**Jealousy:** produces negative feelings and thoughts towards self and others  
**Love:** produces warm and tender thoughts and feelings towards self and others  
**Gossip:** Can be hurtful and destroy the lives of others  
**Gratitude:** Allows for empathy and compassion for others  
**Forgiveness:** Releases you from resentments and the control of others  
**Negativity:** Produces anger and resentments towards self and others  
**Memories:** Pleasant memories can bring comfort in time of need  
**Resentments:** Allow others to control your thoughts and actions  
**Empathy:** Brings compassion to others  
**Worry:** Can paralyze you and prevent you from thinking creatively  
**Drugs:** Distort your ability to separate fantasy from reality  
**Violent Images:** Can be disturbing to your thoughts for years  
**Spirituality:** Can provide you with guidance and direction

---

**Brain Boosters**

It is important to strengthen your mind on a daily basis. Exercising your mind will keep it strong and alert, giving you the wisdom you need when it’s required. This is similar to working out at the gym to get in shape and build muscle. Circle the activities that you currently do that boost the power of your mind. Add any that you think are missing.
What new Brain Booster activities will you begin to do to strengthen your mind?


Alternate Idea:
If you want to make this exercise more culturally relevant, take a drawing of a brain and put a large X on it to divide it into quadrants that look like the Medicine Wheel. This can be copied and given to the group members as a handout or you can use one large visual and have them add their information to it. Have them come up with one brain booster activity for each of the quadrants - mind, body, spirit and heart. Encourage them to discuss what they chose and why.

By Directions:
Another way to approach this in a more physically active way would be to divide the classroom based on the four directions. Have them come up with one brain booster activity for each of the quadrants - mind, body, spirit and heart as above. Get them to count off using the directions instead of numbers, i.e. north, south, east, west and move to the direction they were given. Give them time in each of their groups to talk together about their brain booster ideas and agree on one or two to share with the group. The practitioner can write the ideas down on the board if desired. After all four directions have shared their ideas, have the group move clockwise to the next direction and repeat until all learners have been in all four directions. Discuss the ideas they came up with and whether there are ideas there that they can take home and use.

Power of the Body

What Is A Body System?

A body system is a group of organs that work together to perform a main body function.

Some body systems include: nervous, cardiovascular, immune, respiratory, skeletal, muscular, endocrine, digestive, urinary and reproductive.
The nervous system carries messages to and from the brain and spinal cord and all other parts of the body. The central nervous system consists of the brain and the spinal cord. The peripheral nervous system consists of the nerves that branch out from the central nervous system to the muscles, skin, internal organs, and glands.

The cardiovascular system transports oxygen, nutrients, hormones, and cellular waste products throughout the body. The cardiovascular system consists of blood, blood vessels, and heart.

The immune system fights disease in the body by attacking harmful organisms.

The respiratory system fills the blood with oxygen needed by body cells and removes carbon dioxide that cells produce as waste.

The skeletal system is a support framework. It protects vital organs, works with muscles to produce movement, and produces blood cells. There are 206 bones in an adult skeletal system.

The muscular system consists of muscles that provide motion and maintain posture. There are more than 600 muscles in the body. Muscles are divided into two major groups. A voluntary muscle is a muscle a person can control. An involuntary muscle is a muscle that functions without the person's control, for example, the heart.

The endocrine system consists of glands that control many of the body's activities by producing hormones. A gland is a group of cells, or an organ, that secretes hormones. A hormone is a chemical messenger that is released directly into the bloodstream.

The digestive system breaks down food into nutrients that can be used by the body. It allows nutrients to be absorbed by body cells and eliminates wastes from the body. Digestion is the process by which food is changed so that it can be absorbed by the body's cells.

The urinary system removes liquid wastes from the body and maintains the body's water balance. The organs of the urinary system are the kidneys, bladder, and urethra.

The reproductive system is made up of organs that work together to produce new life. Many non-living substances such as fluids, hormones, and pheromones are also important accessories to the reproductive system.

**Group Activity:**

Break students into groups of three. Assign a body system for each group and have them brainstorm or research what each system provides to the body.
Optional Method:
Allow each student to pick one body system and share with the group how they could make that system in their bodies stronger.

Part 2
Our bodies are made up of many organ systems. None of which can run independently of the others. Our circulatory system carries blood, the nervous system controls actions, the digestive system breaks down food used by the body. Our bodies even have built-in mechanisms to fight disease. All of these things are required to sustain life.

Complete the human body diagram. Add and name as many parts as you can.

Group Activity 1:
Draw this diagram on a white board and have each member of the group draw one body part.

Group Activity 2:
Ask each learner to think about the various body systems and decide which one they think is most important and why. Give each one time to share their ideas and give their proof. Encourage active discussion throughout and make sure that they understand that there is no one right answer unless the group decides together that they think there should be one.

How can we use our bodies as a source of strength instead of weakness? The main thing to keep in mind is that we must learn to listen to what our body is saying to us. Yes! Our bodies talk to us in many different ways.
Making Sense of our Senses

**Touch**: Provides pleasure and comfort. It can also tell us when something is not right through pain.

a.) What messages have you received from the sense of touch?

**Smell**: Can bring pleasant memories or remind you of someone. Or, it can warn you that something is toxic and can hurt you.

b.) What messages have you received from the sense of smell?

**Hearing**: Provides us with wonderful sounds such as music, trees blowing in the wind or laughter. It can also warn us of danger.

c.) What messages have you received from the sense of sound?

**Taste**: Informs you when something is sweet, salty, bitter or sour. It can tell us when something is good to eat or dangerous.

d.) What messages have you received from the sense of taste?

**Sight**: Allow us to see the beauty of the world and those we love. It also gives us the ability to see when danger appears.

e.) What messages have you received from your sense of sight?

**Group Activity**: Divide the group into five small groups. Assign one sense to each group. Ask them to answer the question provided above for their sense and present it to the whole group.

**Skit**: After assigning a sense to each group, or letting them choose one, give them five minutes to come up with a short skit about their sense and how it affects their daily lives.

**Debate**: Ask for two volunteers and let each of them draw one sense from a bag. Explain that they have to explain to the group why their sense is the most important one. Give each person two minutes to speak and then ask the group to decide the winner by applause based on their performance, humour and knowledge.
Brainstorm ways in which your body talks to you

<table>
<thead>
<tr>
<th>How your body talks to you</th>
<th>What your body wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>D  Yawning</td>
<td>A  I am hungry. Feed me.</td>
</tr>
<tr>
<td>E  Shivering</td>
<td>B  I need essential vitamins.</td>
</tr>
<tr>
<td>F  Tension headache</td>
<td>C  I need to release the toxins or poisons from my system.</td>
</tr>
<tr>
<td>C  Vomiting</td>
<td>D  I am tired and need to rest or sleep.</td>
</tr>
<tr>
<td>H  Constipation</td>
<td>E  I am cold.</td>
</tr>
<tr>
<td>J  Unexplainable pain</td>
<td>F  I need to relax and relieve my body of stress.</td>
</tr>
<tr>
<td>I  Urine with dark colour</td>
<td>G  I have an infection that needs medical attention.</td>
</tr>
<tr>
<td>A  Stomach growling</td>
<td>H  I need to eat more foods that contain fibre.</td>
</tr>
<tr>
<td>B  Unexplainable craving</td>
<td>I  My blood sugar level is low or high.</td>
</tr>
<tr>
<td>for certain nutrients</td>
<td>J  I need to see a doctor before this gets worse.</td>
</tr>
<tr>
<td>G  Skin is red and hot to touch</td>
<td></td>
</tr>
</tbody>
</table>

**Individual quiz:**
Provide the information shown above as a quiz completed individually with correct answers provided by the teacher.

**Group Activity:**
Print the answers on large cards and place them around the room so they are clearly visible to everyone. The practitioner asks questions one by one and group members move to stand in front of the answer they think is right and then there is a brief discussion about what the right answer is and why your body would ‘say’ that to you.
**Body Awareness**

Use the words below to fill in the blanks. Do not use the same word twice.

a.) If I **eat** properly I will give my body the nutrients it needs.

b.) If I **exercise** regularly my bones and muscles will gain strength.

c.) If I **sleep** as many hours as my body needs I will be more alert.

d.) If I participate in **sports** I am contributing to living a healthy lifestyle by remaining active.

e.) If I practise good **hygiene** habits I will prevent the spread of disease.

f.) **Walking** daily is a great way to relieve stress.

g.) If I’m not feeling well I should go see a **doctor**.

h.) If my body reacts badly when I consume a certain food, I might be **allergic**.

i.) If I eat more calories than I burn I will **gain weight**.

List the activities you will begin to do to strengthen your body

- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
Things to remember

When you are...

- Tired – Rest
- Hungry – Eat
- Thirsty – Drink

Active Exercise:
Have students participate in a walking exercise to wrap up this segment. Instruct students to look for something that speaks to them and either bring it back or draw a picture of it. Do not explain why. Once they are all back with the items they have found, ask them to place their object on a Medicine Wheel wherever they think it best fits. Ask them to explain their decisions for what they chose, what it means to them, and where they placed it. Encourage discussion as this is an excellent way for them to really integrate the Medicine Wheel model into their everyday lives and begin to see how it affects everything they do.

Power of the Spirit

Note to Practitioners:
Strongly consider trying to get an Elder or traditional person from the community to be with the group for this section of the lesson. They will be able to place these activities in the context of the local culture, which will make them much more meaningful to the learners.

Part 3

The spirit differs in meaning for each individual depending on culture, traditions, communities, religion and experiences. For this reason, spirit will be defined as a positive or negative energy or internal force. Our spirit can give us strength to triumph over adversity; can offer resilience and perseverance in difficult times, can nurture a positive approach to living. For some people it is reassuring and comforting to know you can draw upon your spirit to support and guide you.

1. Define your understanding of what your spirit means to you.

2. How has your spirit provided you with guidance?
3. How has your spirit provided you with support?

__________________________

**Individual Exercise:**
This should be completed by each person individually; there is not much room for exploration or new ideas to develop.

**Talking Circle:**
Asking the group to participate in a Talking Circle lead by an Elder from the community is one way to really get the learners involved and focusing on a side of themselves that they may not have spent a lot of time thinking about before.

**Finding Comfort**

**What does comfort mean to you?**

Brainstorm a list of activities you do that bring you comfort. Can you explain why they bring you comfort?

*Note:* Brainstorming is a technique in which the group is encouraged to throw out ideas quickly and without a lot of preparation. It is used to develop a large list in a short time, knowing that not all items on the list will be valid. All suggestions are accepted without comment or criticism and added to the list being prepared. If you are going to ask the follow-up question of why they bring comfort, you should wait until there are no more suggestions, meaning the brainstorming section of the exercise is over. Then you can proceed to go over the list you wrote on the board and ask learners to respond with their thoughts.

**Group Discussion:**
This could be done beginning in small groups and progressing to the large group. Divide the learners into three groups. Give each group one of the questions to discuss. Allow five minutes or so for discussion on their question. If they are really involved you can use your judgment about allowing them more time. When the time is up the question stays on the table but the groups get up and move clockwise to another table to answer their second question. Repeat for
the third question. After this you can debrief the groups and find out where they had similar responses, where they differed, if they did, and what they learned from each other.

Brainstorm a list of possessions, objects or symbols that bring you comfort. Can you explain why? *(See note above re: Brainstorming)*

**Collage:**
This would lend itself very nicely to doing some form of artwork or collage where the group could really express themselves.

Write the activities you currently do in the circles and the ones you would like to do in the squares.

- pray
- healing
- circles
- serve others
- meditate
- write
- sing
- dance
- drum
- seek guidance
- Elders
- Sweat Lodge
- Medicine Man
- Powwows
- traditions
- be with nature
- create
- music
- daily reading
- Church
- Smudging

**Group Activity:**
Consider giving each person two voting cards made of construction paper - one a circle and one a square. As the practitioner reads each word they could raise their cards. There are no wrong
answers so there should be no embarrassment but if you feel this would make anyone uncomfortable try the next idea.

**Activity 2:**

Give each learner a handful of beans and ask them to put them on the table in front of them. Dried navy beans work well but any kind of counters would do as long as there are at least as many tokens as there are questions. Ask them to choose one hand to be “currently do” and the other hand to be “would like to do”. This ensures only the learner knows what their responses are. As each of the words is read out loud they take a token into the appropriate hand until all the questions have been asked. You can follow up by asking them to think about which hand has more beans and whether they might want to make some changes in their lives to move more beans to the “currently do” hand. Some learners may feel that a few of the words did not apply to them or they might even consider some to be inappropriate. This makes for good discussion as long as the practitioner makes sure there is no blame attached to any of the comments.

---

**Damaging Your Spirit**

Values are a set of core principles a person lives by. They guide your personal conduct and interactions with others. They are your belief of what is right and wrong. So then, going against your belief of what is right for you will result in damaging your spirit.

List any thoughts, feelings, behaviours or actions that you know damage your spirit. For example: negativity, jealousy, cheating, etc.

Here are a few ideas of answers that might come up but your learners are sure to have ideas of their own which need to be honoured and respected.

<table>
<thead>
<tr>
<th>Thoughts</th>
<th>Feelings</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>revenge</td>
<td>anger</td>
<td>fighting</td>
</tr>
<tr>
<td>negativity</td>
<td>guilt</td>
<td>complaining</td>
</tr>
<tr>
<td>judgmental</td>
<td>shame</td>
<td>cheating</td>
</tr>
<tr>
<td>prejudice</td>
<td>fear</td>
<td>breaking the law</td>
</tr>
<tr>
<td>doubt</td>
<td>humiliation</td>
<td>controlling</td>
</tr>
</tbody>
</table>
Developing Your Spirit

Developing your spirit is a lifelong process. It begins before we’re born and lasts until we die; some believe this follows to the next life. List any thoughts, feelings, behaviours or actions that you know will develop your spirit. For example: faith, love, forgiveness, etc.

This is a perfect place to use a Talking Circle

Seven Sacred Teachings

Respect
Treat all your relations as you wish to be treated — the four-legged, the two-legged, the winged ones, the ones that crawl, the plant nation, the rock nation. All My Relations.

Humility
Be humble and walk Mother Earth in unpretentious simplicity with benevolence and modesty.

Love
Has no conditions or borders. It is to give, to receive and to share.

Truth
Speak with sincerity, walk with integrity; you will be truth.

Honesty
Show fairness in word and action; be genuine and virtuous. Let honesty be your guide and you will live in honour and happiness.

Courage
Be strong, ‘walk your talk’. Live by your beliefs, work for the good of all and bring harm to none. These are courageous ways.

Wisdom
Common sense is practical wisdom — it is found everywhere; in the words of the Elders and the wind in the trees.
Craft Idea 1:
Provide the materials for your learners to make and decorate a copy of the Seven Teachings so they can take it home and hang it up where their families, especially the children, can see it.

Craft Idea 2:
Ask for a couple of volunteers to make a copy of the Teachings for the classroom. Encourage them to seek our local craftspeople or others in the community who might be able to teach them some traditional building or decorating skills that they could use.

Craft Idea 3:
Ask the learners to design and make their own version of the Teachings that can be easily understood by children in the community so they could learn about the Seven Grandfather Teachings. They can photocopy their original, colour or decorate the copies, roll them up and tie them with ribbon or hide strings. These could then be taken and given out at the local school or day care centre where the learners could explain what they meant and how they link the children with their culture and Aboriginal traditions. Check ahead of time to make sure the schools and or daycare centres are open to this idea so your learners are not disappointed or embarrassed when they deliver them.

Research Activity:
If your learners have access to the internet, suggest they do some research to see how many versions of the Seven Sacred Teachings they can find. Once they have downloaded and printed them out encourage them to bring them to the whole group and hold a discussion or Talking Circle about the similarities and differences among them, which ones they liked and why, and whether they think they have found one that really works for them.

Journaling Activity:
Have the learners journal what the Seven Sacred Teachings mean to them.

Alternative Idea:
Invite an Elder to present the teachings to the class and explain their significance.
Self-Confidence
Self-Esteem
In this chapter we learn about what makes each person unique, how to recognizing the gifts we have been given, and how to build positive self images, self-esteem and self-confidence. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more information there are many resources available through your library or on the internet. Beyond this background section the comments and suggestions inserted for the Practitioner’s use are shown in brown; answers are in green.

The objectives of this ‘Self-Confidence/Self-Esteem’ chapter are:
- to introduce the idea that each person is unique and valuable
- to explore the idea that our sense of self is rooted in our culture and history
- to discover the kinds of gifts we have all been given by the Creator
- to develop an understanding of how our self-esteem can be damaged
- to explore the idea of developing and improving our self-confidence
- to practise & reinforce positive Life Affirmation statements

Self Image
This chapter begins with an exploration of how our self-image is based in the history and culture of our people. Many examples have been provided of successful Aboriginal people who may be seen as celebrity role models but another way to approach this is to have a local Elder or traditional person from the community come in and talk about the proud history of Aboriginal people in your area.

There is a lot of information on Aboriginal history that you can access if your learners show an interest in learning more about their heritage. The best source is always a local Elder or traditional person but you can also speak to your local librarian or check out some of the many sites on the internet. There is so much cultural diversity and so much information available on the internet that we are not supplying any website links here but any search engine can be used to get you started. If you need additional help finding information specific to your culture or tribe ask in the community, many people have knowledge they will gladly share if asked. Whenever possible you should make an effort to find information that is specific to the people you are working with.
**Self Esteem**
Self-esteem comes next in this chapter because it is based on our self-image and the value we place on ourselves. Everyone has self-esteem but not everyone has good or positive self-esteem. In this chapter your learners will begin the process of discovering they are unique and valuable individuals. They will be given the opportunity to explore the special gifts and strengths they have been given by the Creator.

It is important for you, as their instructor, to constantly reinforce the positive and minimize the negative in order to help your learners build or reinforce **positive self-esteem**. Remember your local librarian can suggest lots of resources that may be useful to you and your learners and perhaps you could assign a couple of your learners to do some research on the internet and bring the information back to share with the group.

**Self Confidence**
Self-confidence is based on a person’s self-esteem so this is the next logical segment in this chapter. People with positive self-esteem tend to be more confident and sure of themselves and their place in their community, society and the world. Those who suffer from negative or low self-esteem are much less confident in themselves and this influences every aspect of their lives.

As your learners explore issues related to their self-confidence it is important that you help them understand that self-confidence is not something we are automatically given and it is not something that others can take away from you. It is something each of us slowly builds as we work to get a better understanding of ourselves, get actively involved in life, and learn from our experiences, especially our mistakes. As their practitioner, point out positive factors that your learners may be overlooking, especially those who are having trouble seeing themselves as valuable people who are able to make a positive contribution to their families, communities and nation. Every mistake we make presents a new opportunity for learning, growth and strength but often learners can not see beyond their mistakes without the help of others. Helping learners improve their self-confidence is fundamental to their future success and may be the most important thing that any practitioner or facilitator can do for them.
In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.

![Diagram of the four elements: Spirit, Heart, Mind, Body]

**The Self Concept**

A sense of who you are begins with the origin, history, and culture of your people. Who are you and where did you come from?

Research the following people and explain briefly who they are.

<table>
<thead>
<tr>
<th>Rose Boyko</th>
<th>Daphne Odjig</th>
<th>Roberta Jamieson</th>
<th>Tom Longboat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornelian Weiman</td>
<td>Darren Zack</td>
<td>Gary Farmer</td>
<td>Chief Dan George</td>
</tr>
<tr>
<td>Brian Trottier</td>
<td>Oren Lyons</td>
<td>Graham Greene</td>
<td>Alanis Obomsawin</td>
</tr>
<tr>
<td>Tom Jackson</td>
<td>Tina Keeper</td>
<td>Mary Two-Axe Early</td>
<td>Kashtin</td>
</tr>
<tr>
<td>Buffy Sainte-Marie</td>
<td>Susan Aglukark</td>
<td>Gilbert Hay</td>
<td>Elijah Harper</td>
</tr>
<tr>
<td>Jonathan Cheechoo</td>
<td>Jeanette Armstrong</td>
<td>Drew Hayden Taylor</td>
<td>Bill Reid</td>
</tr>
</tbody>
</table>

**Note:** Mini biographies of these personalities have been provided for the practitioner’s use. Due to their size, however, they have been placed at the end of the chapter.

**Alternative Activity:**

Photocopy the profiles of these individuals. Have learners select an individual to research. Then present the information they find to the class.
Choose one of these individuals and complete a portrait of who you think that person is.

Include:
- Natural talents: abilities people are born with
- Special Gifts: these are rare talents that very few people possess, they are given to us for a reason
- Strengths: these are skills we are good at doing

Who Are You?

You are a unique person created with natural talents, special gifts and strengths, some of which are waiting to be discovered and put to use.

List 5 things you are good at doing.

List 5 things you love (people, places or things).

List 5 activities you enjoy doing.
List 5 places you enjoy being.

List 5 objects that are sacred to you.

List 5 people who inspire you (role models, heroes).

Alternate Idea: This activity depends on individuals completing their lists alone, so to make it more holistic, consider having them do something tangible and visible with the results. If they enjoy collage or artwork that would work or you could give them some heavier paper (maybe ledger size) and let them create a book cover that tells others these things about them. If they felt comfortable sharing the information they could do so in a Talking Circle or whole group discussion. The cover could be used for their workbook, their journal or to for a whole new book.

A Traditional Take: Instead of telling five things about themselves, which is an arbitrary number, ask them to select four things - one from each quadrant of Mind, Body, Spirit, & Heart. Again this could be made into a work of art, a book cover, or their own personal Medicine Wheel - anything that appeals to them.

Another Idea: Since the idea here is to have the learners explore who and what they are, here is an alternative. Ask them to think about what kind of book they would be. What would the title be? What would the front cover look like? What kind of book are they - thriller, spy, love, fantasy, fiction, science, horror, biography? How many pages would they be? Who would the main characters be and what would they be doing in the story? By asking the right questions you can cover all areas of the original exercise.

Strengths Checklist
Read over the list of strengths below and check which strength relates to you.
Bingo Game:

There are 26 items in this list. Why not choose 25 and make them into a Bingo card with a main identifying word in each square. A template could be done quite easily on a computer so each person received a copy. Ask each member of the group to create one card, making sure they mixed up the location or placement of the words. They can use their own cards or you can gather all the bingo cards, shuffle them, and let them pick someone else’s card to play the game with. As the “Caller” you read the descriptions for each word and they get to mark their cards with all the positive answers.

ABLE TO WORK ALONE
☐ Do you plan your own work?
☐ Can you work by yourself?

ARTICULATE
☐ Can you express ideas easily in words (orally)?
☐ In writing?
☐ Are your instructions easy to understand?

CHEERFUL
☐ Are you generally good-natured?
☐ Do you greet your fellow workers pleasantly?

COMPETENT
☐ Are you able to meet deadlines?
☐ Is your work generally accepted as is?

CONSCIENTIOUS
☐ Do you do an honest day's work for a day's pay?
☐ Are you willing to do an unpleasant task because it has to be done?

COOPERATIVE
☐ Do you always do your part in a team assignment?
☐ Do you often volunteer to help?

COURAGEOUS
☐ Do you undertake challenges readily?
☐ Have you ever had to take a firm stand and accept responsibility?

DECISIVE
☐ Are you able to make clear-cut decisions under pressure?
☐ Do you stand behind them later?
☐ Have you ever had to take a firm stand and accept responsibility?
DEPENDABLE
☐ Do you have a good attendance record?
☐ Can your supervisor count on you when the workload is heavy?
☐ Do you follow through without being checked on by your supervisors or instructors?

DIPLOMATIC
☐ Can you cope with difficult situations involving other people?
☐ Have you restored harmony where there was friction?
☐ Settled a difficult personnel problem?

DISCRETE
☐ Are you able to keep a secret?
☐ Do you guard confidential material carefully?
☐ Do you respect other people’s right to privacy?

ENTHUSIASTIC
☐ Are you interested in your work or studies?
☐ Do you inspire others with your own interest?
☐ Have you ever done extra work just because you were interested?

HONEST
☐ Do you usually tell the truth?
☐ Have you ever served as treasurer of an organization?
☐ Do you pass along the praise when credit belongs elsewhere?
☐ Do you accept blame for your own mistakes?

IMAGINATIVE
☐ Do you often or occasionally come up with new ideas?
☐ Have you contributed an idea which proved both workable and profitable?

INDUSTRIOUS
☐ Can you be your own self-starter?
☐ Do you work steadily on a task until it is done?
☐ Do you resist interruptions whenever possible?

LEADERSHIP ABILITY
☐ Do people follow your suggestions?
☐ Have you held positions of responsibility at work, school, in clubs, or the community?

LOYAL
☐ Can you set aside petty grievances to get a job done?
☐ Have you ever been in a situation where you stayed with a project or organization because of a sense responsibility despite disagreements?

OBSERVANT
☐ Do you remember the names of people and places easily?
☐ Do you recall facts and figures accurately?
ORDERLY
☐ Do you keep things where they belong?
☐ Do you have a knack for arranging things in a logical way?
☐ Do you enjoy detail work?

PATIENT
☐ Can you keep your temper?
☐ Are you able to train other workers calmly even when you have to explain some procedures over and over again?

PERSISTENT
☐ Can you stick to a task even when your enthusiasm and patience are thin?
☐ Have you ever accomplished something very difficult?

PERSUASIVE
☐ Are you successful in bringing others to your point of view?
☐ Are you good at selling things and ideas?

RESOURCEFUL
☐ Do you see what needs to be done and do it without being told?
☐ Have you ever worked your way out of a difficult situation?

SYMPATHETIC
☐ Do you try to understand the problems of others?
☐ Do people confide in you often?
☐ Do you help them?

THRIFTY
☐ Do you try to avoid waste in supplies and equipment?
☐ Do you know what to save and what to discard?

TOLERANT
☐ Do you associate with people of different social backgrounds?
☐ Are you open-minded?
☐ Have you ever worked for the improvement of conditions for people of a different race or religious background?

Look back over your list. Decide which strengths you have now and which ones you could improve.

Idea to consider:
Let learners use two colours or bingo daubers or markers - one for skills or attributes they have and the other for this things they wish to improve. This information could then be transferred to the space provided (see below). Use the space on the next page to record your information.
Strengths I have

Strengths I could improve

*Adapted from Path to Your Future: Suggestions & Procedures for the Job Applicant, Career Development

**Cross Chapter Idea:**
In a later chapter on Goal Setting learners are asked to determine a long-term goal and establish several short-term goals to reach it. The areas marked for improvement in this exercise might be something that would help learners who struggle to come up with a meaningful goal for that exercise.

**Self Portrait**
Using answers to the following questions, create a self-portrait of yourself in the form of a collage. You may use any materials available to you to complete this exercise. For example, magazine clippings, drawing, painting, symbols or anything else you may desire. Please include your hopes, desires, dreams or goals.

**Self-Esteem**

**Demonstration Activity:**
Rather than just read the following story, creative practitioners could practise it beforehand and demonstrate what the story talks about. This would be much more effective and would be especially helpful to the visual learners in your group.
A well-known speaker started off his seminar by holding up a $20.00 bill. In the room of 200, he asked, "Who would like this $20 bill?" Hands started going up.

He said, "I am going to give this $20 to one of you but first, let me do this." He proceeded to crumple the $20 dollar bill up. He then asked, "Who still wants it?" Still the hands were up in the air. "Well", he replied, "What if I do this?" And he dropped it on the ground and started to grind it into the floor with his shoe. He picked it up, now crumpled and dirty. "Now who still wants it?" Still the hands went into the air. "My friends, we have all learned a very valuable lesson", he said. "No matter what I did to the money, you still wanted it because it did not decrease in value. It was still worth $20.”

Many times in our lives, we are dropped, crumpled, and ground into the dirt by the decisions we make and the circumstances that come our way. We feel as though we are worthless. But no matter what has happened or what will happen, you will never lose your value. Dirty or clean, crumpled or finely creased, you are still priceless, and especially to those who love you.

The worth of our lives comes not in what we do or whom we know, but by **who we are.**

**Alternate Suggestion:**

After the story, whether read or demonstrated, ask the learners to define what Self-Esteem means to them. As the practitioner you can take those answers and use them to guide a discussion that will take in the following points. If the discussion is spirited and the learners are involved in the process they may even do the Poor Self-Esteem work that follows which is just fine as long as you add in any important points they may have missed.

Self-esteem is the value we place on ourselves. It is the feeling we have about all the things we see ourselves to be. It is the knowledge that we are lovable, we are capable, and we are unique. Good self-esteem means:

- having a healthy view of yourself,
- having a quiet sense of self-worth,
- having a positive outlook,
- feeling satisfied with yourself most of the time,
- setting realistic goals.
What is Poor Self-Esteem?

Low self-esteem results from a poor self image. Your self image is based on how you see yourself. Do you think you are a good, reliable, hardworking, honest and friendly person?

Low self-esteem feeds negative thinking and makes you believe negative comments others make. This can cause you to lose confidence in yourself and your abilities. It is vital to end negative thoughts if you want to build your self-esteem.

How do you see yourself?

Think of 10 personality traits that make you you.
For example are you funny, patient, stubborn?

Some of these personality traits will be positive and negative.

Take a look at what you wrote and add up all the positive traits and all the negative ones.
Which list is larger—positive or negative?

A good opinion of self produces high self-esteem and a bad opinion of self produces low self-esteem.

Are you believing your internal critic; the little voice in the back of your head that criticizes and insults you? When you make a mistake, what thought comes to you automatically?

__________________________________________ A positive or a negative one?

Sometimes the view we have of ourselves becomes distorted because we believe our self-worth is dependent on things that have no value, things like:

- Appearance: your height, weight, stature, shape, and attractiveness are not an accurate way to determine your worth as a human being. Accept yourself for the unique creature that you are.

- Material Possessions: the amount of money, property or assets you possess has nothing to do with your worth as a human being.
In what other ways can you measure wealth?

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

Alternate Idea:
Link these four ways you measure wealth with the four quadrants of body, mind, spirit and heart.

- Abilities: what you can, or cannot, do does not make you less of a human being.
  Regretfully it is more lack of opportunity, money, location, and education that prevents people from using their talents. The focus should be what you can do with the abilities that you have.

Self Confidence

List 4 things you have accomplished that give you a sense of pride.

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________

List the qualities that contributed to your success.

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________

Remember, if you possessed it then, you possess it now!

List 4 situations when you feel the most confident.

1. _________________________________
2. _________________________________
3. _________________________________
4. _________________________________

Again, connecting this to the Medicine Wheel would be a good teaching tool and will help reinforce how these four quadrants make up our lives.
Why do you feel confident in each situation?

a.) _________________________________
b.) _________________________________
c.) _________________________________
d.) _________________________________

List 4 situations you would like to gain confidence in.

1.  _________________________________
2.  _________________________________
3.  _________________________________
4.  _________________________________

What could you do to gain confidence in each situation?

a.) ___________________________________
b.) ___________________________________
c.) ___________________________________
d.) ___________________________________

Self-Confidence isn’t something we have automatically. We gain confidence through trying new things, learning from our mistakes, and knowing our strengths and weakness. Our self-confidence is based on the level of self-esteem we possess.

Affirmations: These are “I statements” in which you take responsibility for yourself, free yourself from other's opinions, attitudes, or feelings about you, and feel good about yourself. They can predict your success before it comes true. These affirmations can be words, phrases, or statements.

Alternate Activity: Have the learners think of the ten statements in each of the three categories given below but instead of writing them in the circles, provide the materials for them to create a ‘Braid of Knowledge’ about themselves. This could be made of yarn, cord, grass, embroidery cotton, crochet cotton, even a mixture of different materials as long as there are three colours and ten strands of each colour. The first strand of the braid is made up of ten “I am” statements (see exercise below for explanation). The second is made up of ten “I can” statements which
acknowledge and honour their abilities and strengths. The third strand is comprised of ten “I will” statements. Together they form a strong braid to help people keep their balance and awareness of who they are, what they are, and where they are going, while still honouring their culture, traditions, family, and nation. Any one of the strands is not enough and could easily be broken but woven together into a braid they are all stronger and reinforce one another. Also provide learners with ten small feathers in each of three colours, or let them make their own, on which they can write their actual statement words or phrases. These can be attached to the braid. If you choose this option they would not need to use the index cards shown in the follow-up activity because they would have their braids to display as a reminder.

Write 10 positive “I am” statements: your belief in who you are or want to be. For example: “I am successful.”

Write 10 positive “I can” statements: your belief in your ability to achieve the goals you set for yourself. For example: “I can achieve my goals.”

Write 10 positive “I will” statements. For example: “I will graduate.”

Write these affirmations on 3 x 5 index cards. Place them where you can see them daily to be reminded of positive characteristics about yourself.
**Self-Confidence/Self-Esteem Builders**

Each week choose one of the following tips for building self-esteem. Once you have mastered one, go on to another.

† Stop comparing yourself to others.
† Embrace your uniqueness.
† Recognize that your needs are important too.
† Keep commitments to yourself and others.
† Protect yourself from toxic relationships.
† Don’t take things personally.
† Be proud of your accomplishments.
† Live up to your values.
† Trust in yourself.
† Allow yourself to pursue your goals.

Write in your journal about which self-esteem builder you will put into practice first.

**Alternate Idea:**

Consider extending this idea beyond the journal to include their families or close circles of friends so the learners can be seen as agents of positive change in their communities. You can ask learners how they would do this. One option would be to let them use a Medicine Wheel they have created—maybe the one that describes themselves—and add a real feather to it each week. When they select the feather for the coming week they decide what self-confidence/self-esteem builder it will represent. They can share this with others or keep it private, but every time they look at their Medicine Wheel it will be a reminder to them and to others. This collection of feathers will be an opening for people around them to ask what it means; it will be a subtle suggestion that their status (self-worth) is increasing.
Aboriginal Personality Mini-Biographies

• ROSE BOYKO - LAW
The Honourable Madame Justice Rose Toodick Boyko is a member of the Tsek'ehne First Nation in British Columbia. She became one of the first Aboriginal nurses in the profession. She was the first Aboriginal woman appointed to a Canadian superior court, and in 1994 became a judge of the Ontario Court of Justice.

• ROBERTA JAMIESON - LAW
School of Law at the University of Western Ontario, from which she graduated in 1976. She is the first Aboriginal woman to earn a degree in law. Member of a special House of Commons Committee on Indian self-government. The first Aboriginal Commissioner of the Indian Commission of Ontario. First woman appointed as Ombudsman for the Province of Ontario. In 1992, she became the first recipient of the Mary Parker Follet Award in recognition of her commitment to the field of resolving disputes. Two years later, she was awarded the Order of Canada and was recently acclaimed as the North American Regional Vice-President of the International Ombudsman Institute in Brazil.

• CORNELIA WEIMAN - MEDICINE
Weiman completed her first year of medicine at McMaster University in 1991, and finished medical school in 1993. While studying there, she was elected President of the Residents' Association in 1996. She received her master's degree in biomechanics and then undertook special training in the field of psychiatry. She is also a recipient of the Farquharson Scholarship made available by the Medical Research Council of Canada, and the Indian/Inuit Health Career Scholarship from the Medical Services Branch of Health Canada. Weiman also played a major role in creating the position of Chief Resident in Emergency Psychiatry at McMaster University. At present, she is believed to be the only licensed Aboriginal psychiatrist in Canada.

• GARY FARMER - ACTOR, PUBLISHER
Gary Farmer was a regular on the CBC's TV show The Rez. He received awards for Best Actor and Best Supporting Actor from the American Indian Film Festival for his performance in Powwow Highway. Farmer has also worked in the theatre, performing in stage plays. His stage credits include Tomson Highway's Dry Lips Oughta Move to Kapuskasing, Guys & Dolls on Broadway and The Ecstasy of Rita Joe. Farmer is now the editor of Canada's well-known Aboriginal magazine, Aboriginal Voices.

• GRAHAM GREENE - ACTOR
Graham Greene first became famous as an actor for his role of Kicking Bird in Kevin Costner's film Dances With Wolves. Greene received an Academy Award nomination for this role. In 1997, Graham Greene received a National Aboriginal Achievement Award for his work as an actor in the film and television industry.
• MARY TWO-AXE EARLEY  ACTIVIST
For more than 27 years, Mary Two-Axe Earley worked to have the government change a part of the Indian Act that was unfair to Aboriginal women. Two-Axe Earley was the main person behind a group of women who created the national organization, Indian Rights for Indian Women. As a result of her work, the Indian Act was changed in 1985 by a law called Bill C-31. This law allowed Indian women who had lost their Status Indian rights by marrying non-Aboriginal men to regain their rights and Indian status. Two-Axe Earley was honoured with the Persons Award for helping women in Canada. She also received the Governor General's Award, the Order of Quebec and an honorary Doctor of Laws degree from York University. In 1996, Earley was recognized with a National Aboriginal Achievement Award.

• TINA KEEPER - ACTOR
Three Gemini Award nominations for her performance as Michelle and in 1997 a Gemini for Best Actress in a Continuing Television Series. In 1998 she won the American Indian Film Festival award for Best Actress. Keeper is the host of the Manitoba Television Network's The Sharing Circle, and the Woman's Television Network's Hot Topics. She has also directed documentary films for the National Film Board.

• BUFFY SAINTE-MARIE - MUSICIAN, ACTIVIST, EDUCATOR, ACTOR, ARTIST
She first became known as an anti-Vietnam protester and Aboriginal rights activist during the 1960s and early 1970s, and for her singing career across North America and Europe. She has recorded 12 albums throughout her music career. She designs computer graphic art and is also an artist-in-residence in Santa Fe (New Mexico) at the Institute for American Indian Arts. Buffy helped develop a Canadian Juno award category for Music of Aboriginal Canada. She obtained a Ph.D., plus other degrees in education and philosophy, at the University of Massachusetts. Buffy Sainte-Marie now lives mainly in Hawaii, although she is extremely active in multimedia and computer education in North America. Her latest project, named "Cradleboard," facilitates the exchange of cultural educational information between First Nations and non-Aboriginal schools.

• GILBERT HAY - ARTIST
Gilbert Hay began carving at the age of 22 because he realized there were no other jobs for him. He is currently dealing with abstract forms of modern art. Hay's talent is his livelihood; his artwork is his only means of income.

• BILL REID - ARTIST, SCULPTOR
Bill Reid received worldwide recognition for his wood and bronze sculptures featuring traditional Haida figures and images, and for his totem carving. He illustrated many books about Aboriginal culture and art and was known for his environmental work on Canada's West Coast. He later studied at London's Central School of Art and Design. In 1976, the University of British Columbia awarded him an honorary doctorate. Reid also received a National Aboriginal Lifetime Achievement Award. Bill Reid died in 1998. Several books on Bill Reid's artistry have been published, including The Raven Steals the Light, Raven's Cry and Indian Art of the Northwest Coast.
**DAPHNE ODJIG - ARTIST**

Daphne Odjig is one of Canada's best-known Aboriginal artists. She works in many different media, including oil on masonite, pastel on paper, acrylic on paper and coloured pencils. She has participated in over 30 solo and 50 group exhibitions of her work. Examples of her work are held in the collections of the Canada Council Art Bank, the National Gallery of Canada, the McMichael Canadian Collection and the Tom Thompson Gallery. She has received commissions from Expo '70 held in Osaka, Japan, and the Museum of Man and Nature in Winnipeg, Manitoba. Odjig was also appointed to the Order of Canada in 1986 and elected to the Royal Canadian Academy of Arts in 1989. Her many awards include:

- Manitoba Arts Council Bursary
- Canada Silver Jubilee Medal
- Ceremonial eagle feather from the Wikwemikong community
- National Aboriginal Achievement Award (1998)
- Honorary Doctor of Laws, University of Toronto (1985)

**TOM LONGBOAT - TRACK & FIELD**

Born in 1887, marathon runner Tom Longboat was an Onondaga who set a record when he won the Boston Marathon in 1907. His nickname was the Bronze Mercury. Longboat's name was added to the Canadian Indian Hall of Fame. He retired from distance running and competitions in 1912. Longboat died in 1949. Today, the Akwesasne Mohawk School in southern Ontario holds an annual long-distance race to honour Tom Longboat.

**DARREN ZACK - BASEBALL PLAYER**

Darren Zack is a record-winning professional softball pitcher for the Toronto Gators team. In 1993, the Toronto Gators, with Zack as pitcher, won the International Softball Congress Championship. This was the first time a Canadian team had won this championship since 1946. Zack was cited for the Most Outstanding Pitcher Award three times. Zack's pitching abilities also helped Team Canada win two gold medals for softball in the Pan-American Games. Zack won a National Aboriginal Achievement Award in 1997 in the Sports category.

**BRIAN TROTTIER - HOCKEY PLAYER**

Brian Trottier was the 22\textsuperscript{nd} player to be selected in the 1974 National Hockey League (NHL) draft. He and his team, the New York Islanders, won the Stanley Cup four years in a row, beginning in 1980. Throughout his 18 seasons with the NHL, Number "19" enjoyed a reputation as a tough player with formidable scoring abilities. At 17 he played his first professional game and won the NHL's "Rookie Of The Year" award. He also won the Hart Trophy (Most Valuable Player) and in 1980 won the Conn Smythe Trophy (Most Valuable Player in the Stanley Cup Playoffs). He stands eighth on the list of all-time NHL scorers. Trottier worked as an assistant coach for the Pittsburgh Penguins after his retirement in 1994. He has been inducted into the Hockey Hall of Fame, and recently received a National Aboriginal Achievement Award for his contribution to professional hockey. He hopes to become an NHL head coach.
OREN LYONS - ELDER
After graduating in 1958 from the Syracuse University College of Fine Arts, he worked for many years as a very successful commercial artist in New York City, eventually becoming the Art and Planning Director for the Norcross Greeting Cards Company and responsible for directing 200 artists. Chief Lyons was a featured speaker at the Global Forum of Spiritual Leaders for Human Survival held in Moscow. In 1992 he was invited to address the General Assembly of the United Nations and open the International Year of the World's Indigenous People at the United Nations Plaza in New York. He was the subject of an hour-long television documentary broadcast on PBS in 1991. In 1982, he helped establish the Working Group on Indigenous Populations at the United Nations, and for more than 15 years, he has participated in the Indigenous Peoples Conference in Geneva, an international forum supported by the United Nations' Human Rights Commission. In 1990, Chief Lyons was awarded the Ellis Island Congressional Medal of Honor. In the Oka stand-off in 1990, Chief Lyons negotiated between the Canadian and Quebec governments and the Mohawk of Kanesahtake. He is also a key member of the Traditional Circle of Indian Elders, an annual council consisting of traditional members of the Aboriginal nations across North America. He was awarded an honorary Doctor of Laws degree from Syracuse University. He directs the Native American Studies Program as Professor of American Studies at the State University of New York at Buffalo. In his youth, Lyons was an all-American lacrosse player and is now the Honorary Chairman of the Iroquois National Lacrosse Team. In 1993, he was elected to the Lacrosse National Hall of Fame.

TOM JACKSON - ACTOR, MUSICIAN
He began singing at an early age, and until his TV appearances, was best known as a singer and entertainer. Jackson's many talents include directing, writing and producing. Jackson formed the Christmas and Winter Relief Association to raise money to help homeless people. He then started a touring show called the Huron Carole, to help raise money across the country. Each year, before Christmas, Jackson takes the show to Halifax, Ottawa, Toronto, Winnipeg, Saskatoon, Edmonton, Calgary and Vancouver. Tom Jackson has received the David Crowchild Award, the C.F. Martin Award (outstanding contributions made by country music performers) and the International Humanitarian Award for his community service.

SUSAN AGLUKARK - SINGER
As a young adult, she moved to Ottawa to work for the Department of Indian Affairs and Northern Development, and later with the Inuit Tapiriit Kanatami, the national Inuit political organization. Not long after moving to Ottawa, she began her successful career as a popular singer. The magazine Up Here, published in Canada's North, named her "Northerner of the Year." In the last seven years, Susan Aglukark has performed for several of Canada's prime ministers, and also for Britain's Queen Elizabeth. In 1994, she received the first National Aboriginal Achievement Award ever given to an entertainer. Aglukark is an official Spokesperson for Nunavut and a national spokesperson for the National Alcohol and Drug Prevention Program.

ELIJAH HARPER - POLITICIAN
He served as Band Chief from 1978 to 1981. Harper became the first Treaty Indian to be elected as a provincial politician when he served as a Member of Parliament in the Manitoba
legislature from 1981 to 1992. His provincial government positions include Minister for Native Affairs and Minister of Northern Affairs. In 1993, he was elected to the House of Commons in Ottawa, where he was also a member of the Parliamentary Standing Committee of Aboriginal Affairs. Harper is best known for holding an eagle feather when he took his stand in the Manitoba legislature and refused to accept the Meech Lake Accord (agreement) proposed by the federal government. The accord did not guarantee rights to Aboriginal peoples. Harper's refusal to accept it led to Manitoba's being unable to approve the accord. As a result, the accord was eventually rejected and did not become law. Elijah Harper is also known for bringing Aboriginal and non-Aboriginal peoples together from across Canada to find a spiritual basis for healing and understanding. This gathering was called the Sacred Assembly '95. The first gathering of its kind, it took place in Hull, Quebec, in December 1995. From this Sacred Assembly, people developed a Reconciliation Proclamation and a Statement of Principles and Priorities. For his work for his people, Harper received the Stanley Knowles Humanitarian Award in 1991. He also received the National Aboriginal Achievement Award in 1996. Elijah Harper was appointed Commissioner of the Indian Claims Commission on January 21, 1999.

JEANETTE ARMSTRONG - WRITER
She graduated from Okanagan College with a Diploma of Fine Arts and also obtained a Bachelor of Fine Arts degree from the University of Victoria. Armstrong is currently the director of the En’owkin Cultural Centre, a cultural and educational organization operated by the Okanagan Nation. As a writer, her objective is to educate young people about Aboriginal history and culture. She helped to establish the En’owkin School of International Writing in 1989. Jeannette Armstrong received the Mungo Martin Award in 1974 Helen Pitt Memorial Award in 1978 for her writing.

- DREW HAYDEN TAYLOR - WRITER
He has won many awards as a playwright, scriptwriter and journalist. Some of them are:
  Dora Mavor Moore Award
  James Buller Award (twice)
  University of Alaska Anchorage Native Playwriting Award
  Floyd S. Chalmers Canadian Play Award
  Canadian Authors Association Literary Award

As a journalist, Taylor has published articles and essays in many magazines and newspapers across Canada, and he has written for theatre and TV. He has also given scriptwriting and playwriting workshops.

- KASHTIN - MUSICIANS
Kashtin is the performing duet of Claude McKenzie and Florent Vollant. The two performers feature a unique country-flavoured blend of rock and folk music, all in the Innu language. In 1989, they were first heard on TV by Montréal producer Guy Trépanier, and by 1994, Sony Music Canada offered them a recording deal.
• JONATHAN CHEECHOO - HOCKEY PLAYER
Jonathan Cheechoo was born in 1980 in Moose Factory, a remote northern Ontario community. Like many Canadian youngsters, Cheechoo played hockey growing up with his father teaching him how to skate when he was just two years old. When he was 17, Jonathan was drafted by the Belleville Bulls of the Ontario Hockey League. In 1998 Cheechoo was drafted by the San Jose Sharks in the first round, 29th overall. On October 10, 2002 in a game against the Detroit Red Wings, Jonathan Cheechoo became the first Cree member of the Moose Cree First Nation to play in the NHL. Determined to stay in the NHL, Cheechoo became very health and fitness conscious. Cheechoo's team record of 56 goals in the 2005-06 NHL season netted him the prestigious Maurice 'Rocket' Richard Trophy as the highest scorer in the NHL. In the 2006 off-season, Jonathan Cheechoo signed a 5-year US$15 million contract extension that will see him paid US$2.5 million the first two years, three million the third year, and US$3.5 million the last two years.

• ALANIS OBOMSAWIN DOCUMENTARY FILMMAKER
Alanis Obomsawin is an Aboriginal filmmaker with more than 25 years of experience. She has 15 films to her credit as a director. Her films tell the stories of Aboriginal people and their struggle to overcome injustice. Before becoming a filmmaker, she worked as a singer/storyteller in the 1960s. Her film career began at the National Film Board in 1967. Alanis Obomsawin has received a National Aboriginal Achievement Award for her work in contemporary Aboriginal filmmaking.

• CHIEF DAN GEORGE - ACTOR
Until the age of 60, George worked as a longshoreman and a logger. He was Chief of the Tsleil-Waututh Band from 1951 to 1963. His acting career began in 1959, with a series of roles on stage and on CBC Television. He began his Hollywood film career in the role of an Indian who adopts the character played by Dustin Hoffman in the movie Little Big Man. In 1970, he received an Academy Award nomination for this role and a New York Film Critics Award for Best Actor. He also worked with Clint Eastwood in the 1976 movie The Outlaw Josey Wales. Dan George devoted his energies, including his acting career, to improving non-Aboriginal people's understanding of Aboriginal people. Dan George died in 1981.
Attitudes & Thoughts
This chapter is about how our lives are influenced by our attitudes and thoughts and how negative thinking can be turned to positive. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you would like more in-depth information there are many resources available through your library or on the internet. Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown; answers are in green.

The objectives of this **Attitudes and Thoughts** chapter are:

- **to introduce the idea that attitudes are important influences in our lives**
- **to explore the relationship between thinking, feeling and behaving**
- **to discover how self-defeating thinking can reinforce negative attitudes**
- **to develop skills to challenge distorted beliefs and negative thoughts**
- **to practise & reinforce positive optimistic thoughts and attitudes**

**Thinking, Feeling & Behaving**

This chapter begins with the basic premise that attitude is based on what we think and feel and that it is responsible for the way we behave. This is a fundamental truth but many people do not see the link until it is pointed out. This exploration builds on the previous chapter on self-confidence and self-esteem in that attitudes are shaped by how we see ourselves, our life experiences, whether we have positive or negative esteem, and how confident we are.

**Pessimist or Optimist?**

The material in the Learner’s Workbook continues by exploring a number of areas that impact on our attitudes and thoughts including the difference between pessimism and optimism. Learners are given the opportunity to reflect on their own lives and behaviours to discover whether their attitude and outlook on life is more positive or negative.

**Can’t vs. Won’t vs. Don’t Know How**

On the surface this looks like a simple concept but it is fundamental to understanding how we react to the world around us. Sometimes we say we *can’t* do something when in fact we *are* able to do it. We can empower ourselves by saying we *won’t* do it - we have the skills, we are able but we have made a conscious choice not to do it. The same holds true for saying we *won’t* do something when actually we don’t know how to do it. By admitting we lack the necessary knowledge or ability we
actually take back our own power because it says we could learn those skills and still maintain the right to choose whether to do it or not.

**Reality Checks**

The final segments on Distorted Beliefs and Challenging Negative Thinking provide a good, positive end to this chapter. They explore the fact that we all make assumptions that affect our attitudes and behaviour towards ourselves and others. We interpret what we hear or see based on past experiences, personal fears and insecurities but once this is understood we can recognize what is happening, do a reality check and find ways to turn negative thinking to positive action.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the style(s) they address.

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**Defining Attitude**

**Group Activity:**

Ask your group to brainstorm what an attitude is. Their answers may touch on a number of areas of life including beliefs, opinion, judgment, reasoning, point of view, frame of mind, perception, mood, ways of thinking, outlooks on life, interpretation of the past, views of the present, and what we imagine for the future. Introduce the definition below and ask them if it sums up their thoughts or not. Allow them to discuss this until they are ready to move on.

An *attitude* is a person’s tendency to think and feel, resulting in behaving in a certain way. Your attitude is your view of the world around you. Attitudes are shaped depending how we feel about ourselves, our life experiences, and the positive or negative messages we receive. Study the following diagram.
Looking at the diagram, did you notice any patterns of thinking, feeling and behaving?

**Example:** Positive thoughts result in positive feelings and positive behaviours. The same is true for negative thoughts, feelings and behaviours. Explain what a Self Fulfilling Prophecy is - an expectation or belief that we accept because we think it is the only outcome so we give it the power to alter or control our actions and our reactions and therefore it becomes true. For example, if a person says, “I’m not feeling too well this morning; it’s probably going be a lousy day,” it might alter his actions and his reactions to others so that he does have a lousy day and the prophecy comes true. This may be done unconsciously. One the other hand it can be done very consciously when a person chooses to use a self-fulfilling prophecy in a positive way. For example another person gets up and says to themselves, “I’m not feeling too well this morning but I bet I’m going to have a great day anyway.” As they move through their day their actions and reactions are altered by their expectations and they act in ways that actually make their prediction come true.

**Alternate Activity:**

There is an old story you might want to use to emphasize this point. It goes something like this.
A person who had just moved into a new community was walking down the main street on his first morning and saw an old man sitting in the sun and enjoying the day. Knowing that this was a newcomer, the old man invited him to join him. During their conversation the new person asked the old timer about the community—what kind of town it was and what kind of people lived there. Were they friendly and welcoming? The old man said, “Before I tell you that, answer something for me. What kind of town did you come from?” “Oh,” the new person said, “It was awful. That’s why I moved away. The people were nosey and suspicious and I had nothing but trouble with my neighbours.” The old man thought for awhile and said sadly, “Well I’m sorry to have to tell you that you’ll find things very much the same here.” Later that day another new person was walking down the street and again the old man invited them to sit down and talk for awhile. They too were interested in the town and the people. The old man again asked them about the place they had come from. This time the new person said it was a wonderful place, they’d been very sad to have to leave. The people were warm and friendly and just couldn’t do enough to help. After hearing this, the old man suddenly grinned and said that was funny - this town was exactly the same.

Ask you learners to tell you the point of the story and discuss it as a group, adding any personal experiences they may have had.

**Alternate suggestion:**

A much shorter saying that might lead to the same type of follow-up conversation goes something like: “Whether you think you can or think you can’t - you’re right.”

Our attitude is responsible for our understanding of the past, the way we see the world now, and our hopes and dreams for the future. In other words, it is with us wherever we go.

**Pessimist/Optimist**

Look up the following words and define. Use a thesaurus to find the synonyms.

**Optimistic:** Definition: tending to take a hopeful and positive view of future  
*Synonyms:* hopeful, positive, bright, cheerful, confident

**Pessimistic:** Definition: tending to always expect the worst to happen  
*Synonyms:* negative, gloomy, cynical, hopeless, depressive, despondent
Think of someone you know who is an optimist and someone who is a pessimist. List their personality traits and compare the differences:

**Group Discussion:**
This would be a very good topic for a group discussion. Try to make sure all members of the group have an opportunity to be part of the discussion and to add their thoughts.

<table>
<thead>
<tr>
<th>Optimist</th>
<th>Pessimist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive</strong></td>
<td><strong>Negative</strong></td>
</tr>
<tr>
<td>Praising</td>
<td>Complaining</td>
</tr>
</tbody>
</table>

Are you optimistic or pessimistic? List your personality traits.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

The Optimist & The Pessimist

There is a story of identical twins. One was a hope-filled optimist. "Everything is coming up roses!" he would say. The other twin was a sad and hopeless pessimist. He thought that Murphy, as in Murphy's Law, was an optimist. The worried parents of the boys brought them to the local psychologist.
He suggested to the parents a plan to balance the twins' personalities. "On their next birthday, put them in separate rooms to open their gifts. Give the pessimist the best toys you can afford, and give the optimist a box of manure." The parents followed these instructions and carefully observed the results.

When they peeked in on the pessimist, they heard him audibly complaining, "I don't like the colour of this computer. I'll bet this calculator will break. I don't like the game. I know someone who's got a bigger toy car than this." Tiptoeing across the corridor, the parents peeked in and saw their little optimist gleefully throwing the manure up in the air. He was giggling. "You can't fool me! Where there's this much manure, there's got to be a pony!"

What did you think about the story? What point is the story illustrating?

Examples: An optimistic person can see the good in a bad situation. Even when good things happen, a pessimist will see the negative side of a situation. It is very difficult to please a pessimist.

Group Discussion:
Everyone has known both optimistic and pessimistic people in their lives. Ask your group to consider the story and share their thoughts and experiences. Try to ensure all members of the group have an opportunity to take an active part of the discussion. To make it more active (to appeal to the physical learners) you could have some of the more outgoing members develop a skit about this and present it to the group.

This could be one skit or a couple of sketches where they get the audience (the group) to decide if the skits showed an optimist or a pessimist.

Can’t - Won’t - Don’t Know How

Group Activity:
Ask your learners to write something they can’t do on a slip of paper. This should be something they constantly tell themselves that they can’t do. (This may be difficult for the optimists in your group.) Pull the group into a circle and go around the circle asking each person to share what they wrote. As the practitioner, ask the group if this is really something that they think the person can’t do. In other words, is it impossible to achieve or not. For example, if someone says they can’t quit smoking, is that a true statement or could they do it if they were more motivated and got some support to kick the habit? Bear in mind that there may be someone who has a learning disability or
other extenuating circumstance which makes things very difficult for them. In that case you might have to take a more active role and try to be positive as well as realistic.

Write down a situation that you constantly tell yourself you can’t do.

Complete the statement:

I can’t …____________________________________________________

  Can’t means Can Not means Impossible means Not Able

If the situation is not impossible for you to do, or someone in authority has informed you it is not allowed, then ask yourself if the word won’t would be more appropriate.

Rewrite the statement and replace can’t with the word won’t.

I won’t …____________________________________________________

When we use the word can’t for something we are able to do it puts us in a position of helplessness. We don’t try because we think we can’t, so why bother. But, if we use the more appropriate word and say won’t, it gives us the power to make a choice.

Please consider a third option. Perhaps the word won’t is not sitting well with you; possibly it is making you feel uncomfortable or defensive. If that is the case, try replacing won’t with the phrase “I don’t know how”.

I don’t know how …__________________________________________

Ask yourself if this phrase is more appropriate in the situation.

Could the truth be we don’t know how? Would you be able to do this thing if you had the skills or the knowledge? Maybe you would and maybe you wouldn’t. At least it would be your choice.

Every time you catch yourself using the word can’t ask yourself:

  Is this the most appropriate word to use?

Continue this process with any other “I can’t” messages you constantly tell yourself.
Write what you tell yourself you can’t do. Next, ask yourself if *won’t* is a more appropriate word. Then ask yourself if “I don’t know how” is the reason you can’t or won’t.

I can’t _________________________________________________
I won’t ________________________________________________
I don’t know how ________________________________________

**Self-Defeating Thinking**

At times thoughts can be intrusive, uninvited and automatic. They are usually negative messages that are stored in our memory that play when they wish. Negative thoughts can make us feel angry, depressed, hopeless, stupid, shameful, guilty, anxious, and afraid. The sudden change in our mood can be a trigger to identify when a negative thought has occurred. Imagine a tape-recorded message. When it begins to play, hit the stop button. Delete the negative messages and record a new message. Over time the new message will become the automatic one.

Answer the following questions: What automatic messages do you hear when these things happen to you?

You make a mistake. _________________________________________

Someone compliments you. ______________________________________

Others disagree with you. _______________________________________

You do a good job. _____________________________________________

You’re late. ___________________________________________________

Someone criticizes you. _________________________________________

You are blamed for something you didn’t do. _______________________

Someone treats you badly. _______________________________________

You hurt someone’s feelings. ________________________________

You forget something. ________________________________________
Alternate Activity: Divide your group into small groups of two or three people seated at separate tables. You, as the practitioner, ask one of these questions and ask each group to discuss it for a set period of time. You can decide on the time based on your group and how much time you have. When time is up the people throw dice to pick one person who will then move to the next table. Ask the next question. In this way you keep the groups mixed up and this helps the discussion flow and increases the chances that everyone will have the opportunity to speak.

Distorted Beliefs

Distorted beliefs are inaccurate thoughts or ideas; they help to maintain negative thoughts and emotions.

Place a check mark in the box if this statement is true for you. Read the following explanations for understanding.

Instruction: Ask your learners to check off the statements that apply to them. Once they have done this, bring the whole group together. Go over each statement, sharing the explanations. Discuss.

☐ 1. It is not OK to make mistakes.
☐ 2. There must be something wrong with my opinion if others do not agree.
☐ 3. I will never get my GED because I failed before.
☐ 4. If someone treats me badly, it must be my fault.
☐ 5. I sometimes blow things out of proportion.
☐ 6. I have no control over my satisfaction in life.
☐ 7. Others will respect me more if I please them.
☐ 8. If I give others feedback they will be upset.
☐ 9. Often I can predict the outcome of an event.
☐ 10. I should do what others expect of me.
☐ 11. I get the sense that other people think I am incompetent.
☐ 12. If I fail at one thing, I must be a failure.
☐ 13. If I say something that upsets someone, I am the cause.

Alternate Method for Group Discussion: Move chairs into a circle so that everyone is face-to-face. Have a set of dice and ask for two volunteers. Let each one roll the dice. The one with the highest score answers the first of these
question followed by group discussion. You may want to see where the group takes the discussion before jumping in with the explanation provided. For the next question ask for two new volunteers and repeat until all 13 questions are done. It is vital that the group members be allowed to volunteer for this so no one is put into an uncomfortable situation.

Explanations

1. The reality is we are not perfect. We all make mistakes.
2. If we are open minded to other people’s ideas, we can agree to disagree.
3. Just because you failed at something once doesn’t mean you’ll fail again the next time you try.
4. You are not responsible for the treatment we receive from others. It is their choice to behave a certain way. The opposite is also true.
5. When we maximize or minimize our weaknesses or strength it is not a fair representation of who we are.
6. Helplessness will keep us stuck. Realize you have the power to change your level of satisfaction.
7. Don’t compromise your values to seek approval and acceptance from others.
8. Trying to predict how others will receive your message will hold you back from living a fulfilling life.
9. Sometimes we jump to the wrong conclusions.
10. It is impossible to live up to the expectations of others.
11. We do not have the power to read other people’s minds.
12. We all have strengths and weaknesses. It is unrealistic to believe we will excel at everything.
13. We are not the cause of how other people choose to feel. The opposite is also true.

Challenging Negative Thinking

Learning to identify and challenge negative thinking will assist you in assessing the situation accurately. As a result, it will support your decision to develop a positive attitude.

- Keep a journal to record your internal dialogue. Each time a negative message occurs, replace it with a positive message.
- First identify the distorted thinking pattern.
- Then examine the facts. Is there any evidence to support your thought?
- Check it out. Ask others if they agree with your thoughts.
- Test out your thoughts with a reality check.
Example:

Event: Someone gives me a dirty look.
Thought: That person must be mad at me.
Distortion: Assuming that you know what they are thinking
Challenge: Check it out.
Reality Check: That person was having a bad day. Their look had nothing to do with how they felt about you.

Think of a situation that has happened to you, where negative thinking may have changed the way you saw or felt.

Event: ____________________________________
Thought: ____________________________________
Distortion: ____________________________________
Challenge: ____________________________________
Reality Check: ____________________________________

Existing exercise: 
This may also be done as an individual exercise with no obvious follow-up.

Small Group Idea: 
Develop a series of cards that each describes a possible event with lines showing where the thought, distortion, challenge and reality checks should be added. You could provide one event card per person or have them work in pairs, depending on the size of your group. For a bit more fun you might want to deal out the event cards and have the learners add the line with the thought. Then the cards get passed to another person, either by handing them off one place to the right or being shuffled and re-dealt. Learners read the card they have with an event and thought and add the distortion part. Repeat twice with others adding the challenge and reality check. Have each person read the last card they got or reshuffle so they have a totally new card to read. Discuss each one as it is read.
**Negative to Positive Thinking**

**Base Exercise:**
Read the list and ask students to add any suggestions they may have.

- Be patient, change doesn’t happen overnight.
- Let go of control; let things happen naturally.
- Try to see the good in a bad situation.
- No one knows what tomorrow may bring.
- You aren’t able to read people’s minds.
- Know you have the power to change your attitude at anytime.
- Find out what you enjoy doing and do it.
- Hang out with positive people.
- Expect the unexpected.
- Make a gratitude list.
- Let go of worry.

**Group Exercise:**
Go over the list quickly so learners have an idea of what this section is about. Break them into pairs or groups of three and ask them to come up with at least one song that has a positive uplifting message in it. As each group gives their song title get the rest of the group to indicate how much they like it with their applause. If no one knows the song it might be ruled out unless they can sing a bit of it but you decide that since you know your group. Give extra points for more than one song or one that starts out with something negative that ends on a positive note. This is the last exercise in this unit so consider providing some funny dollar store gifts as prizes.

“A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty” *Winston Churchill*
Self-Defeating Behaviours
This chapter looks at common examples of defeatist behaviours, the role of self-discipline, consequences and positive self-motivation. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more in-depth information there are many resources available through your library or on the internet. Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown; answers are in green.

The objectives of this **Self-Defeating Behaviours** chapter are:
- to define defeat and examine common self-defeating behaviours
- to explore what discipline is and what it is not
- to discover how self discipline can produce positive outcomes
- to develop skills to associate cause and effect consequences
- to develop and practise using discipline

**Setting the Stage**

This chapter begins by defining defeat and then moves on to exploring a variety of self-defeating behaviours people commonly experience. While on the surface this looks quite straightforward, it is asking learners to admit that some of their problems may be a direct result of what they do, or sometimes do not do, in various areas of their lives. Each one of the examples given in this segment could be developed into an active and involved group discussion. As the practitioner it is up to you to gauge the interest level of your learners and decide when, or if, you should provide alternate training to help them learn more about some of these common self-defeating behaviours that are ingrained in the lives of so many of us.

**Discipline**

The next segment looks first at discipline and then moves into an exploration of self-discipline - what it is, why it is a good thing to learn to do, and how to develop it. The activities and exercises provided are only a beginning point in exploring this topic. For more information search the internet or ask your local librarian for ideas on other resources to use with your learners.
**Cause and Effect**

The material in the Learner’s Workbook continues by exploring the concept that each thing we do (cause) has a natural and often immediate consequence (effect).

This can be a real eye-opener for learners because they often do not realize that much of what is happening to them could be directly related to what they themselves are doing, or not doing.

This lesson ties in very well with the one on self-defeating behaviours and could easily be related to the Medicine Wheel with an action (positive or negative) being placed in the East. The South (the struggle to relate) would be where the person affected by the original action tries to relate that action to their lives. The West representing (the building or application of knowledge) would be where the reaction is determined. The North (the doing quadrant) would be where the actual consequence would fit which could then lead naturally back to the East as the person reacts to this consequence with another action.

![Diagram of Medicine Wheel]

**Motivation**

When you decide to develop self-discipline in any area of your life you will be motivated at first. New Year’s resolutions are good examples of this. Learners will get a detailed look at what is needed to maintain self-discipline by recognizing and removing barriers and developing better time management practices.
If you and your learners wish to continue to explore the area of time management you will find that information in Chapter 10. The following chapter on decision making explores a different way of approaching making better decisions.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.

**Defining Defeat**

Imagine you’re running a marathon and you’re in first place. You’re exhausted by the struggle, but you find the strength to keep going. You see the finish line ahead. Victory is possible! Just as you are nearing the finish line a fellow competitor passes you and wins by seconds. The other runner prevented you from succeeding as the first place winner.

How do you feel?

______________________________________________________________________________

Now imagine finishing the race as the first place winner. How do you feel?

______________________________________________________________________________

Look up the word *defeat* in the dictionary to find its meaning.

*Dictionary will vary: failure to win or to realize a goal*

Using a thesaurus, write the words that are similar in meaning to defeat (synonyms).

*Suggested answers could include: beat, overcome, overpower, overwhelm, conquer, crush, loss*

Unscramble the following words which describe how it feels to be defeated.
Read the following statements. Have you ever engaged in any of the following behaviours?

Answer *True or False* to each one and write the consequences that followed.

For example: Being late for class resulted in not being present for an important lesson. The instructor should be prepared to address how and why each behaviour is self-defeating.

Put off important tasks - *(procrastinating)*
Watched too much TV - *(neglect other responsibilities)*
Spent too much time on the internet - *(neglect family and friends)*
Sabotaged your success - *(lack of self confidence)*
Been late for work or school - *(ruins reputation)*
Did not complete assignments - *(lack feelings of pride and accomplishment)*
Believed you are not competent - *(lowers self esteem)*
Ignored instructions - *(make mistakes, results in feeling of failure)*
Limited what you can do - *(feelings of inferiority)*
Overused credit cards - *(burden of debt, harms credit rating)*
Held a grudge against someone - *(resentment)*
Put yourself down in public - *(lack of self-respect, lowers self-esteem)*
Not prepared for a test - *(set self up to fail)*
Been afraid to take risks - *(will not try new things, limits opportunities)*
Worried too much - *(waste of time, stops creative problem solving)*
Isolated yourself - *(pushes others away, and can begin a self pity process)*
Become defensive too easily - *(stops communication process)*
Rejected help from others - *(limits available resources)*
Not paid bills on time - *(stress-inducing results in pressure)*

Each activity is a form of self-defeating behaviour. Defeat means to prevent the success of, therefore, self-defeating means self is preventing you from succeeding. Your opponent is you.
Sometimes we can be our own worst enemy. Go back to the list of words you unscrambled that were associated with defeat. Associate them with self, for example, UPSET with yourself.

**Alternate Activity:**
Label one side of the room the ‘YES, I’ve done that’ side, the other the ‘NO, I’ve never done that’ side and designate a middle section as ‘Not sure or I’ve never been in that situation’. Go through each of the statements and ask learners to go to the place that represents their answer. Give them a few minutes to discuss how that statement touched their lives and then ask one person from each group to give an example of someone’s experience in that group and what the consequence was. Encourage the group to discuss the topics as time allows. Repeat until done.

List other forms of behaviour that you participate in, even though you may know they are destructive:

**Alternate Activity:**
Ask students to explain why a person (not necessarily them) might participate in self-destructive behaviours. You may get answers like they didn’t know the consequences, they don’t care, never thought anything bad would happen to them, peer pressure, etc.

List other forms of behaviour that you participate in, even though you may know they are destructive.

<table>
<thead>
<tr>
<th>Behaviour 1</th>
<th>Behaviour 2</th>
<th>Behaviour 3</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Note to Practitioner:**
While there is benefit in asking the group to dig deeper at this point, and even to include behaviours that may be illegal or addictive in nature, you are the only one who knows your group so the decision has to be yours whether to do this or not. If you do proceed, this activity should be done individually and should not be shared unless the learners express the wish to do so.
There are reasons why you may participate in behaviours that are self defeating, some of which are:

- Not being aware of the consequences of your actions
- Lack of self-esteem or self-confidence (See Chapter 3)
- Lack of self-discipline

**Defining Discipline**

Most people associate the word *discipline* with punishment of some kind. However, it can also mean correction, teachings, and rules. It provides us with feedback, guidance and direction. In addition, it sets boundaries and helps maintain order. Imagine life without it!

What would a world without discipline look like to you?
A world without discipline would be chaotic. There would be no one to keep the peace or maintain order. Crime would be rampant. No one would feel safe or secure.

The government is responsible for providing control and order in society by imposing restrictions through its laws. What are some of these restrictions?
Possible answers: speeding, filing taxes, age restrictions, protection of property

What are the results if we violate the law?
Shame, guilty, embarrassed, probation, jail, fine, criminal record, lack of self respect and trust

Parents set the rules of conduct for their children. What are some of these rules?
Possible answers: curfew, bedtime, getting along with others, behaviours in public, going to school, amount of time spent on leisure activities

What are the results if we don’t follow the rules?
Possible answers: grounded, privileges taken away, loss of trust

Your employer’s policy and procedures manual will inform you of their expectations. What are some policies in the workplace?
Possible answers: confidentiality, overtime, absences from work, call in when late or sick, tracking time worked, respect for property

What are the results if we don’t follow procedure?
Possible answers: sent home without pay, terminated, suspended, loss of respect and trust
**Self-Discipline**

Once we become adults we are expected to direct our own behaviour. That is what self-discipline means.

If we don’t follow the rules and stay within the boundaries, we may have to suffer the consequences of our actions or of not taking action. We give up our power to choose and allow others to impose discipline on us.

In what areas of your life do you think you are disciplined? Give yourself a rating between 1 and 10 in the following areas.

<table>
<thead>
<tr>
<th></th>
<th>1=Too little discipline</th>
<th>10=Great discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Finances</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Leisure</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Diet</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

In the following scenarios describe how the individual could exercise more self-discipline.

a. Roy was up all night and is too tired to go to school, so he stays home all day relaxing and playing video games so he’ll be rested for the next day.
   Go to bed at proper time – Set his alarm to wake him up – Go to school tired – Do homework instead of playing games.

b. Maryanne lives on a fixed monthly income. It is between paydays and she is broke. She decides to play bingo hoping to win. She ends up losing the $60.00 she borrowed.
   Budget her money – Go only when she can afford it – Not to borrow money to gamble – Restrict the number of times in a month – Expect to lose, not win.
c. Helen wants to attend a concert with her friends. She phones work and tells them she is sick.

Work obligations come first – Go on her day off – find someone to cover for her – ask in advance for day off – more consequences for lying.

d. Christina has a project she must complete by the end of the week. She believes she has plenty of time and puts it off until Friday.

Work on the project when she can – a little each day – anticipate possible problems later.

Alternate Activity:  
Divide the group into four equal size groups. Cut four drinking straws into different lengths and arrange them in your hand so the visible edges are all lined up. Let each group choose one of these situations by drawing straws. The shortest straw gets first choice, the second shortest gets second choice and so on. Allow them five or so minutes to discuss the situation and come up with some ideas. When they present their findings, the whole group discusses and adds anything they feel might have been missed.

Consequences Cause/Effect

Role Play Activity:  
The practitioner could prepare some skit ideas that could be developed to demonstrate cause and effect relationships. Ask for volunteers from the group to select one, develop a skit and present it to the group.

A consequence is something that follows as a direct result of an action.

Skill Enhancement Demonstration:  
Photocopy the following diagram. Hand out a blank piece of paper for students to write their answers on. Then hand out the following picture to the students face down. Set the time on the clock for three minutes. Tell the students they have three minutes to memorize the items they see.

Ask students to share how many items they memorized. Ask if anyone used a strategy, for example grouping similar items. Repeat the exercise. Most people will have improved their memory skills by the second time they play. Inform them that this is the case with most skills. With practice they improve, which is what this exercise showed.
Consequences can be either positive or negative. For instance: the more time and energy you spend on learning a new skill, the more improvement you will see in that skill. Another example might be - someone breaks into your house and steals some items; a neighbour sees it and reports it to the Police; the thief person gets arrested and spends time in jail for what he or she did.

Fill in the blank spaces in the chart below with either the cause or the effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staying up all night</td>
<td>tired the next day</td>
</tr>
<tr>
<td>Studying for a test</td>
<td>better chance of passing</td>
</tr>
<tr>
<td>Not showing up for work or school</td>
<td>get fired, suspended</td>
</tr>
<tr>
<td>Neglected to pay phone bill on time</td>
<td>phone is cut off</td>
</tr>
<tr>
<td>Completed a résumé</td>
<td>job interview</td>
</tr>
<tr>
<td>Quit school, work, didn’t study</td>
<td>not attaining your goal</td>
</tr>
<tr>
<td>Asking for help</td>
<td>get answers, direction</td>
</tr>
<tr>
<td>Not doing your homework</td>
<td>not passing GED</td>
</tr>
<tr>
<td>Dependable, reliable, hard worker</td>
<td>get a promotion</td>
</tr>
</tbody>
</table>

Learning to become more self-disciplined is possible, but it requires a conscious effort on your part. Experts agree it takes approximately 21 days to break one habit and form a new one to replace it.

For example: You decide to spend less time watching television in the evenings. What will you do with your free time? You could go for a walk, spend time studying, participate in sports, etc.
Identify one self-defeating behaviour you would be willing to eliminate.
I, ___________________________ will start or stop _________________________________
_______________ by __________ (30 days from now). To fill the void I will start to __________
__________________________________________________________________________________________.
My reasons for wanting to eliminate this behaviour are ___________________________.

**Developing Discipline**

Ask yourself: is it worth it?
Think of the consequences.
Experience the pain now, pleasure later.
Limit the amount of time spent on activities.
Develop patience.
Make a plan and stick to it.
Imagine success.
Do your least favourite thing first.
Be aware of time wasters.
Hang out with those who have similar goals.
Keep track of your achievements.
Reward yourself.
Learn moderation—too much of anything can be harmful.
Learn to say “NO”.
List other ways: __________________________            _________________________

**Alternative Activity:**
Partner the learners and give each partner set one of these sayings or give them one and ask them
to make up another one. Ask each group to come to the front of the classroom while you sit to
the side or at the back of the group. They become the teachers for a few moments while they
explain to the group what their saying means and give an example or two to illustrate it. You
could hand the sayings out or decide who will choose first in some fun way. Examples: Think of
a number between 1 and 50 and the group that gets closest; the person whose birthday is closest
to the current day; pick a colour and the closest guess wins. As long as they are quick and easy,
anything will work. You could also ask, “Which one has worked for you in the past and why?”
Use of Motivation

When you decide to develop self-discipline in an area, you will be motivated at first. Use this time to arrange your life in a way that supports your decision. To illustrate:

You decided to quit procrastinating (always putting off doing things). You imagine life without it, and how much better you will feel. You are motivated and believe you can get things done or changed, but after a few days you are procrastinating again. What happened? You didn’t take the time when you were most motivated to arrange your life in a way that would help you make the transition. What is required?

First, all the excuses and ‘put off’ attitudes need to go. Find ways to organize your time. Get a daily planner or calendar and keep a to-do list. Then, you fill in your daily planner – schedule your most important activities first, for instance work, school, appointments and other commitments. Arrange the items on your to-do list from the most important to the least important. Cross out each task as soon as it has been completed.

Did you notice you didn’t use your time thinking about procrastinating? You were thinking about what you could do if and when the temptation to procrastinate returned. Therefore, you are ensuring a better chance of maintaining your commitment to yourself.

How will you arrange your life in a way that will make your transition easier? List your plan.

Alternate Idea:
Rather than just having them do this on an individual list consider providing paper, markers, etc., and letting the learners create a visual representation of their plan and how they would carry it out. This could be done in small groups of two to four people OR individually. If you use small groups remember to give them time first to agree on their plan. Each group would post their visuals on the board, explain their work to the group and discuss the final question (see below). You might want to reward the person or group that used the most ideas from the Developing Discipline list in the previous activity.

Some answers might include:
- Keep a ‘to do’ list and check items off as I go
- Prioritize my list
- Do things as they come up
- Follow a schedule
- Do things when I have the time
How will your life be different once you remove the behaviour you identified earlier?

Some answers might include:
Less stressful
More in control
Happier person
Feel more confident

What Disciplined People Do

Think of someone you know who is self-disciplined. What do they do, or not do, that makes you think they are self-disciplined?

They will also:
† Finish what they start
† Do what they have to do, regardless of how they feel
† Be motivated to achieve their goals
† Not give in to peer pressure
† Keep trying
† Get the job done
† Balance their lives
† Be patient and wait
† Stay focused

Describe how you think your life would change if you became more self-disciplined.
Alternate Activity:  
Make this into a creative exercise by giving the group boxes, envelopes, containers, paper, markers, wire, glue, scissors, stapler, etc., and some fun items like stickers, glitter, shiny stars, coloured feathers, whatever you have handy or can pick up inexpensively at the dollar store. Challenge them to work in teams to design something that will literally ‘transform’ from something that shows what their life is like right now into something that symbolizes what their life would be like if they could become more self-disciplined. Encourage them to use traditional symbols where the knowledge exists within the group.

Closing Activity:  
Have learners write down one thing they learned from this session. Post answers on the board.

Alternate Version:  
Have members create visuals of what they have learned and post or hang these around the room.
Decision Making

Ontario Native Literacy Coalition
This chapter looks at the process of decision making. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more in-depth information there are many resources available through your library or on the internet.

Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown; answers are in green.

The objectives of this Decision Making chapter are:
- to examine a variety of decision-making techniques
- to explore how decisions influence and guide our lives
- to discover how your particular decision making style affects your life
- to discuss what the Aboriginal Code of Ethics or Grandfather Teachings tell us about decision making
- to practise concrete decision making techniques with peers

Looking at Past Decisions
Life is full of decisions—some are good ones and some are not—but often it takes time to see whether the impact of a decision will be positive or negative. Learners will be asked to make a graph that plots the major decisions they’ve made in their lives and show how those decisions have influenced their life course positively or negatively. This is a very personal exercise and the practitioner should take time before introducing it to make sure learners know they do not have to show or share their graph. It is only to help them realize that each decision we make has consequences. The activity will also reinforce the knowledge gained in the previous chapter.

The Medicine Wheel diagram shown in the preface to Chapter 5 under Cause and Effect can be readily adjusted to fit this activity, providing no specifics from any individual learner were used as examples. East would be the decision, South where that decision was related to the other factors in that person’s life, West where the reaction to, or result of, that decision was formed and North where it would be put into action. This leads naturally back to the East where the learner might need to make another decision based on the consequences of the first decision.
Decision Making Styles
The next segment looks at the nine basic styles people use to make decisions. It is important somewhere within this exercise to point out that there are times and places in everyone’s life when each of those decision-making styles would be appropriate. Impulsive decisions are often made in emergency situations where time was critical. Avoidance could help you avoid a fight. Procrastination works when you need more information to reach an informed decision. Intuition works for those who unconsciously fit facts together that others don’t see. Compliance is when a person you didn’t vote for wins and has the right to set laws. Hesitant is normal when faced with making life and death decisions. Chance works when the decision is not important and you’re willing to take a chance. Rational works when time and information are both available. Rebel is harder but if one was in a gang it might be appropriate to do the opposite to what members want you to do.

Relating to Tradition and Culture
It is of little importance here whether you choose to use the Code of Ethics provided, a local code of ethics or a version of the Grandfather Teachings. The important thing is to promote discussion about the decisions we make every day and how they fit into our culture and traditions.

Consensus Decision Making
The exercise Survival on the Moon is only one of many such exercises designed to promote discussion about decision making. The first thing you, the practitioner, need to do is explain the exercise and make sure that all members can understand the instructions. Since this activity depends so heavily on the written list of Undamaged Survival Items you will need to make sure everyone has the ability to read and fully comprehend what is on the list. If some of the learners you are working with might have difficulty reading the list, consider bringing in some props and making pictures of what you can’t find. This will allow you to describe each item and leave them on display to help learners remember what they have to choose from.

It is vital that learners be given the time to do this exercise properly. It first needs to be done as an individual exercise. Depending on the size of the group the next step could be doing it again in small groups of three or four people and then reaching final consensus with the whole group.
OR if the numbers are not too great it could go directly to the full group, as long as each member is allowed adequate time to give their choices and reasons before proceeding to establish group consensus.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.

**Decision Making**

- Heads or Tails
- Multiple Choice
- Right-Wrong
- A or B
- Either-Neither
- True or False
- Maybe-Maybe Not
- Agree-Disagree
- Cut the Cards
- Arm-Wrestle
- Yes-No
- Paper Rock Scissors
**Warm up:**

Prepare a container filled with many of the same item, for instance, paper clips, candy, marbles, etc. Count them in advance. Pass the container from person to person. Each one is to write what they think is the correct amount of items in the container. Ask the learner whose guess was closest to the number how they decided how many were in the container. Was it a lucky guess? Continue to ask each student what process they used to determine the amount.

---

**Lifeline**

**Note to Practitioner:**

Inform students that this exercise will be kept confidential and they will not be asked to share with the group. This will encourage them to write freely and be more honest.

Using symbols, pictures or words, draw a lifeline of decisions. Start with a past decision that has had an impact on your life.

Use an upward slope or some type of symbol for decisions that have had a positive result and a downward slope or a different type of symbol for decisions that have had a negative result.

Continue the line until you reach the present day, using more paper if necessary.

Example: If someone quit school at the age of 14 this would be near the start of their line and could be a decision that had a negative result.
Alternate Activity: The Medicine Wheel diagram shown in the previous chapter under Cause and Effect can be used as a demonstration tool for this activity. Don’t use any specific examples from learners; instead use the model to illustrate the theory. East would be the decision, South where that decision was related to other factors in a person’s life, West where the reaction to, or result of, that decision was formed and North where it was put into action (the outcome caused by the original decision). This leads right back to the East where the person might need to make another decision based on the consequences or results of the first decision.

We all make decisions every day. Some decisions are unimportant, while others can be life changing. By developing your skills in decision-making you will be more confident of your ability to take action in your personal life and you will be a more valuable member at work, at school and in your community.

We all have to live by the consequences of various decisions, whether made by us or by others, so we must make decisions that we can be confident will help us achieve our education and employment goals for the future.

Small Group Activity: Divide the group in half. Explain the concept that each decision comes with some consequence. Positive decisions usually create positive consequences and negative decisions often cause negative consequences. Ask one half of the group to come up with a list of decisions that they might make in the course of a week. Ask the other half to think of a list of the kind of things that happen to them in a week that are the result of decisions they make, or in some cases, don’t make. Ask the groups to take turns sharing items from their lists. One decision is given and the other group has to come up with a realistic consequence. Give bonus points if they can come up with two consequences—one negative and one positive. Then that group gives one consequence from their list and the first group tries to come up with a decision that might have caused that to happen. Move from group to group until their lists are done or they indicate it’s time to move on.

List any decisions that you need to make within the next week.

____________________________________________________

____________________________________________________
In order to gain a feeling of empowerment, it is crucial that you take responsibility for the decisions that were yours. Whether or not you take responsibility for your decisions is based on your type of decision-making style.

**Decision-Making Styles**

**Activity:**

Ask the members of your group to give an example of each decision making style.

1. **Impulsive**
   Gives little thought or examination to the consequences. Act now, think about it later.

2. **Avoidance**
   To stop something from happening by escaping or not taking responsibility for a decision.

3. **Procrastination**
   Delaying making a decision until the last minute. Sometimes opportunities are lost in the process.

4. **Intuition**
   Something known or believed that is based on how we feel, without any evidence.

5. **Compliant**
   Willing to go along with someone else’s plan, even when it goes against what we believe.

6. **Hesitant**
   Have a hard time making any decision for fear it might be the wrong one.

7. **Chance**
   Leaving it up to luck. Whatever will be, will be.

8. **Rational**
   Clear and sensible thinking and judgment is used to make decisions based on reason rather than emotion.

9. **Rebel**
   Asking others for suggestions and then doing the opposite.

**Alternate Activity 1:**

Go through the decision making styles and explain each one. Divide the group into nine small groups if possible. Give each group one of the decision making styles, making sure no one else sees it. Ask them to decide, in their groups, what type of animal or bird best represents the style they were given. Provide some markers and paper so they can make a picture of their animal, or just write the name of the animal but NOT the decision style they were given. Post all the animal
pictures around the room and go over them one by one asking the whole group to guess which style it represents and why. The group who drew that one then gets to add anything that was missed before you move to the next one.

Alternate Activity 2:  
Make a series of cards with the name of one of the decision-making styles on each. Create small groups, give each one of these cards and ask them for an example (real or invented). At the end ask them to report back to the group and encourage discussion as each style is presented.

Now that you have learned more about decision making styles, go back over your lifeline of decisions and determine which style you used in each event.

Did you use one style more than the others? If so, which one? _________________________

Note to Practitioner:
Reflection on the decisions they have made in their lives should be done individually and privately but the next question would make a very good topic for a group discussion.

What style do you think is the best? ____________________________

Decision Making Styles Quiz
Identify which decision making style is used in each of the following:

1. _____ I am torn between the two, I can’t decide.
   a. Impulsive b. Avoidance c. Hesitant

2. _____ Tell me what to do and I’ll do it.
   a. Rebel b. Compliant c. Intuitive

3. _____ I want it now, I will worry about the consequences when the time comes.
   a. Impulsive b. Chance c. Avoidance

4. _____ Heads means yes, Tails means no.
   a. Compliant b. Chance c. Impulsive

5. _____ Maybe if I ignore it long enough, it will go away.
   a. Hesitant b. Rebel c. Avoidance

6. _____ Gathering all the information and then choosing between alternatives.
   a. Rational b. Compliant c. Chance

7. _____ Putting it off until a later time.
   a. Intuitive b. Rebel c. Procrastination
8. _____ I’m going to do it my way.
   a. Impulsive  b. Rebel  c. Rational

9. _____ No explanation, I think it is meant to be.
   a. Avoidance  b. Intuitive  c. Chance

**Suggestion:** 🎨 🎨 🎨 🎨 🎨

If your group did the animal exercise above and the pictures are posted around the room, ask each question and get the learners to move to the picture they think represents the decision making style answer.

We have all made decisions using the above styles at one time or another but the key is determining when to use what style.

For example, acting impulsively to make a quick decision to save a life is appropriate, or flipping a coin to decide where to go for lunch is OK. When it comes to making decisions that will affect your life however, you need to take your time and choose carefully.

**Decisions**

Answer the questions below and explain what happened. Did the outcome have a positive or negative affect?

Have you ever…

1. Acted quickly, with no thought of the consequences? **Impulsive**
   Outcome: ____________________________________________

2. Ignored making a decision, hoping it would go away? **Avoidance**
   Outcome: ____________________________________________

3. Put off making a decision and an opportunity was lost? **Procrastination**
   Outcome: ____________________________________________

4. Made a decision based on a gut feeling? **Intuition**
   Outcome: ____________________________________________

5. Let other people decide for you? **Compliant**
   Outcome: ____________________________________________
6. Were afraid to make a decision?  **Hesitant**  
   Outcome: ___________________________________________

7. Made a decision by flipping a coin or by other means of chance?  **Chance**  
   Outcome: ___________________________________________

8. Made a decision after thinking about the consequences?  **Rational**  
   Outcome: ___________________________________________

9. Did the exact opposite of what someone suggested?  **Rebel**  
   Outcome: ___________________________________________

Taking the time to make choices will not guarantee that you will always make the right choice but it will give you the confidence that you made the best choice possible with the knowledge you had at the time.

**Thoughts to Ponder**

**Group Discussion:**

Gather in a circle and discuss the meaning of each of these statements.

- Always consider the consequences before making a decision.
- Deciding not to make a decision IS a decision.
- The decision should always be no if it is illegal or life threatening.
- Stop reacting and consciously make choices.
- Minimize impulsive decisions.
- Do not let others make decisions that will affect your life.
- Do not make decisions that are not yours to make.
- Take your time making decisions that are not reversible.
- Realize that even the best intentions may cause negative results.
- Sometimes bad decisions have positive results.
The following ‘Traditional First Nation Code of Ethics’ was developed by the Assembly of Manitoba Chiefs (AMC) Youth Secretariat.

This code describes what wisdom means in the relationship between individuals, in family life and in the life of a community. What follows is a summary of some of the most important of these teachings, which are universal to all nations.

- Each morning upon rising, and each evening before sleeping, give thanks for the life within you and for all life, for good things the Creator has given you and others and for the opportunity to grow a little more each day. Consider your thoughts and actions of the past day, and seek for the courage to be a better person. **Seek for the things that will benefit everyone.**

- Respect means "to feel or show honour or esteem for someone or something; consider the well-being of, or to treat someone or something with deference or courtesy." **Showing respect is the basic law of life.**

- Treat every person, from the tiniest child to the oldest Elder with respect at all times.

- Special respect should be given to Elders, parents, practitioners and community leaders.

- No person should be made to feel "put down' by you: avoid hurting others hearts as you would a deadly poison.
• Touch nothing that belongs to someone else (especially sacred objects) without permission, or an understanding between you.

• Respect the privacy of every person. Never intrude in a person's quiet moments or personal space.

• Never walk between or interrupt people who are conversing.

• Speak in a soft voice, especially when you are in the presence of Elders, strangers, or others to whom special respect is due.

• Do not speak unless invited to do so at gatherings where Elders are present (except to ask what is expected of you, if you are in doubt).

• Never speak about others in a negative way, whether they are present or not.

• Treat the earth and all her aspects as your mother. Show deep respect to the mineral, plant, and animal worlds. Do nothing to pollute the air or the water. If others would destroy our mother, rise up with wisdom to defend her.

• Show deep respect for the beliefs and religions of others.

• Listen with courtesy to what others say, even if you feel what they are saying is worthless. Listen with your heart.

• Respect the wisdom of people in council. Once you give an idea to the council or a meeting, it no longer belongs to you. It belongs to the people. Respect demands that you listen intently to the ideas of others in council and that you should not insist that your ideas prevail. Indeed you should freely support the ideas of others if they are true and good, even if those ideas are quite different from the ones you contributed. The clash of ideas brings forth the spark of truth.

• Be truthful at all times and under all conditions.

• Always treat your guests with honour and consideration. Give your best food, your best blankets, the best part of your house and your best service to your guests.

• The hurt of one is the hurt of all; the honour of one is the honour of all.

• Receive strangers and outsiders with a loving heart and as members of the human family.
• All the races and nations in the world are like the different coloured flowers of one meadow. All are beautiful. As children of the Creator they all must be respected.

• To serve others, to be of some use to family, community, nation or the world, is one of the purposes for which human beings have been created. Do not fill yourself with your own affairs and forget your most important task. True happiness comes only to those who dedicate their lives to the service of others.

• Observe moderation and balance in all things.

• Know those things that lead to your well-being and those things that lead to your destruction.

• Listen to, and follow, the guidance given to your heart. Expect guidance to come in many forms; in prayer, in dreams, in times of quiet solitude, and the words and deeds of wise Elders and friends.

SURVIVAL ON THE MOON

This exercise was originally designed by the National Aeronautics and Space Administration (NASA) to train astronauts prior to the first Moon landing. It will provide practice in consensus decision making.

The Situation:

You are a member of one of two space details assigned to the mission ship Galaxy, which was originally scheduled to rendezvous with the mother ship Angel on the lighted surface of the Moon. Due to mechanical difficulties, however, the Galaxy was forced to land on the dark side of the Moon, some 200 miles from the rendezvous point. During piloting and landing, some of the crew and the captain died. Much of the equipment aboard was damaged. No one knows for sure how long the ship's life support systems will last because all gauges broke. Survival is critical.

Listed on the following worksheet are the 15 items left intact and undamaged after landing.

Your task, first individually and then as a team, is to rank order the 15 items in terms of their importance to the survival of the remaining crew of the mission ship, Galaxy.

Procedure:

• First, each team Member should rank each item individually.
• Second, the full team should discuss and debate each team member's reasoning for his or her ranking.
• Third, the group should agree on a final ranking through consensus.
The official NASA ranking and a brief statement of reasoning for each decision are presented after the worksheet. These rankings were developed by a panel of experts and should be considered the "textbook" answers for this exercise. Based on more recent knowledge gained about the Moon, there can be viable arguments for changing some of the rankings of the less obvious items.

In nearly all instances, the group's agreed upon ranking is considerably closer to the NASA ranking than are most individual's rankings.

**WORKSHEET**

**Rank Ordering Of Undamaged Survival Items:**

My Personal Item Ranking

**Ranking Order**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>one box of matches</td>
</tr>
<tr>
<td></td>
<td>100 cartons of food concentrate (20-day ration for each member)</td>
</tr>
<tr>
<td></td>
<td>150 feet of nylon rope</td>
</tr>
<tr>
<td></td>
<td>parachute silk (from 3 parachutes)</td>
</tr>
<tr>
<td></td>
<td>one portable heating unit</td>
</tr>
<tr>
<td></td>
<td>two .45-calibre loaded pistols</td>
</tr>
<tr>
<td></td>
<td>one case dehydrated milk</td>
</tr>
<tr>
<td></td>
<td>three 100-lb tanks of oxygen</td>
</tr>
</tbody>
</table>

*(Each tank holds 20-day supply for each crew member)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>one stellar map (of the moon's constellation)</td>
</tr>
<tr>
<td></td>
<td>one life raft</td>
</tr>
<tr>
<td></td>
<td>one magnetic compass</td>
</tr>
<tr>
<td></td>
<td>five gallons of water (Normally a 10-day ration for each member of the crew)</td>
</tr>
<tr>
<td></td>
<td>five light flares</td>
</tr>
<tr>
<td></td>
<td>first-aid kit containing injection needles</td>
</tr>
<tr>
<td></td>
<td>battery-powered FM receiver-transmitter</td>
</tr>
</tbody>
</table>
### ANSWERS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>one box of matches</td>
<td>No air</td>
</tr>
<tr>
<td>8</td>
<td>100 cartons of food concentrate (20-day ration for each member)</td>
<td>Nourishment</td>
</tr>
<tr>
<td>6</td>
<td>150 feet of nylon rope</td>
<td>Traverse ravines, carry supplies</td>
</tr>
<tr>
<td>9</td>
<td>parachute silk (from 3 parachutes)</td>
<td>Easily spotted, carry supplies</td>
</tr>
<tr>
<td>13</td>
<td>one portable heating unit</td>
<td>Suits are self-contained</td>
</tr>
<tr>
<td>7</td>
<td>two .45-calibre loaded pistols</td>
<td>Emergency propulsion</td>
</tr>
<tr>
<td>12</td>
<td>one case dehydrated milk</td>
<td>Can't mix it</td>
</tr>
<tr>
<td>1</td>
<td>three 100-lb. tanks of oxygen (tank holds 20-day supply for each crew member)</td>
<td>Each must breathe</td>
</tr>
<tr>
<td>3</td>
<td>one stellar map (of the moon's constellation)</td>
<td>Navigation</td>
</tr>
<tr>
<td>10</td>
<td>one life raft</td>
<td>Carry items</td>
</tr>
<tr>
<td>15</td>
<td>one magnetic compass</td>
<td>Read stellar map better</td>
</tr>
<tr>
<td>2</td>
<td>five gallons of water (10-day ration for each member)</td>
<td>Must drink</td>
</tr>
<tr>
<td>4</td>
<td>five light flares</td>
<td>Others to find you</td>
</tr>
<tr>
<td>11</td>
<td>first-aid kit containing injection needles</td>
<td>Can't open suit</td>
</tr>
<tr>
<td>5</td>
<td>battery-powered FM receiver-transmitter</td>
<td>Others to find you transmitter</td>
</tr>
</tbody>
</table>

**Discussion Circle:**

Have the group form a circle and ask them to reflect on what they have learned and how they might be able to use this information to make better decisions in the future.
Goal Setting
This chapter takes a close look at short- and long-term goals, how they affect our lives, and how to create a clear training plan related to personal goals. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more in-depth information there are many resources available through your library or on the internet. Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown; answers are in green.

The objectives of this Goal Setting chapter are:
- to introduce the difference between short- and long-term goals
- to explore how goals can influence and guide our lives
- to practise setting realistic personal goals
- to develop a training plan based on personal goals
- to reinforce the importance of setting goals in one’s life

Past Accomplishments & Challenges
We all set goals at various times in our lives but we don’t always achieve them. Why? This chapter will provide the answer to that question. The first segment looks at whether the learners have any unfinished or unrealized goals from their past that could be holding them back from living a good life. You may find that your learners blame themselves for past goals that they did not achieve. As the practitioner, you can help them see the difference between goals that are realistic and could still be achieved, and those that have to be set aside because they are too broad, they depend on someone or something outside of the learner’s control, or they are not achievable for some other reason.

Make sure to end on a positive note by assuring them that setting realistic goals is a skill they can, and will, learn how to do with your help.

Here & Now
This segment leads the learner through a short process of looking at possible goals and the resources they have available to help them achieve those goal. It ends with a short visualization exercise that helps learners start thinking about how to approach goal setting.
learners are talking about the resources at their disposal you might want to take the opportunity to help them understand that while there may be other people and resources that can help them they should never set a goal that depends on someone else’s actions. In the end, their goals have to be something that *they* can control.

**Short- and Long-Term Goals**
Probably the biggest reason people have problems setting realistic goals is that they do not clearly understand the difference between a short-term goal and a long-term goal. This may seem to be a simple step but it is critical to setting good goals so it is a good idea to make sure learners clearly understand this concept before moving on.

**Setting a Goal**
This is where your learners get to practise and develop their skills beginning with deciding on a long-term goal, setting a realistic time frame, and then breaking it down into a series of short-term goals. You may find that your learners still need a little help in getting those short-term goals broken down into steps that are clear and manageable. Using a circular model might help learners see this more clearly. Set the goal in the East, identify in the South exactly what resources or factors are needed to achieve that goal, move to the West to learn the skill or apply the resource, and come full circle to the North when that short-term goal is achieved. This then continues to the East again as they identify the next short-term goal to begin working on.

**Goal Setting to Training Plan**
The Goal Setting Worksheet in the Learner’s Workbook is one way to approach setting a goal. It is clearly laid out as a practice document so it works quite well. You can certainly develop some other format for your learners as long as you make sure that all the same steps are included.

When your learners go to write their personal training plan they need to understand that all those steps are necessary to writing good, clear, well thought out plans that will be successful. They begin by setting a clear goal statement (long-term goal) which can be realized in three or four steps (short-term goals). It has to have a clear and realistic timeframe. The short-term goals/steps need to be clearly defined and the learners need to really understand them so they can set some success indicators to identify for themselves when they have reached their goals.
Encourage them to list a couple of things, people or resources that they can use to help realize their goal as long as achieving the goal is not dependent on those factors. This leads them into trying to figure out what could go wrong (possible obstacles) and thinking about how they would get around those problems (solutions). You know your learners best so use your own judgement about whether to have them include a section to show how they will reward themselves upon goal completion.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.

**Goal Definition**

Goals give purpose and direction to our lives; they provide the pathway to get from one place to another. Having a plan focuses our attention and keeps us motivated.

The goal is the object of our intention. For instance, if our goal is to hit the bull’s eye on a target, we wouldn’t necessarily expect to hit it on the first try. To begin, we would give it our best shot, then, see how far we were off. Next we would set our sights, reposition ourselves and try again. Each time we should be getting closer to the mark because we know with practice and perseverance we will eventually hit it.
Warm up Activity: Have the group set up a target with a bull’s eye and mark a line for the starting post with chalk or masking tape. If there is a safe place in the classroom to set up a dart board that would work but remember the area around the board may be damaged. The other option is to use safe projectiles like foam garden darts or paper airplanes. Give each person one chance to throw the object at the target. Ask what they think they need to do to get closer to the bull’s eye. Give them another round of the game, and then ask them how the target practice activity relates to goal setting.

Suggested answers: the closer you stand to the target the easier it is; it’s a skill that improves with practice; the task is easier to perform with practice; the closer you get to the centre the better, etc.

Past Accomplishments

Make a list of goals you have previously set and achieved for yourself.

_______________________________________________________

_______________________________________________________

Alternate Activity: Encourage the learners to create their lists individually, then find a partner and share what they have written. Invite volunteers to share their experiences with the group or form a Talking Circle and go around the Circle asking for their participation. Remember with all Circles participants must be given the option to pass if they do not feel comfortable speaking up.

Reflect back and remember what you were feeling at the time. Did you feel proud, satisfied, content, happy, or excited? Take the time to celebrate your accomplishments and give yourself a pat on the back.

Suggestion: As the practitioner, you might want to take this as an opportunity to congratulate the group and help them see themselves as successful individuals who are making good decisions and choices. Make a point of letting them know that simply being part of this group, willing to learn more about themselves and building their skills are important and valuable things to be doing with
their lives. You might even want to surprise them with a treat like sparklers, cupcakes or a decorated ‘Congratulations’ cake to share.

**Closing Opened Doors**

**Existing Activity:**
The exercise below is designed for learners with strong writing skills. It pre-supposes that they are all comfortable working and learning alone.

**Alternate Activity:**
Consider using the Medicine Wheel to teach this section. Draw a large circle on the board, divided into quadrants. Unfinished business could be done by quadrants - are they related to our spirit, heart, mind or body? The ‘ideal life’ would be the centre of the Wheel where we would be living if we were in perfect balance. Seeking this balance in the quadrants of our lives involves acceptance, looking at what is pulling us away from the centre, and seeking guidance and support to overcome the past—all of which are mentioned in the original exercise. Encourage the group to use this model and help them see the relationship that the Wheel has to everything we do, have done, and will do. This could lead to a really meaningful exploration and group discussion. If you are not comfortable teaching with the Medicine Wheel ask a local Elder or traditional person to come in and co-facilitate with you.

Before we can move forward, ask yourself if there is any unfinished business from the past that may need your attention? **Please use the spaces below to share your thoughts.**

Is there anything that you can recall that you started and regret having not completed?

|____________________________________________________________________________|
|If so, could this be holding you back from living your ideal life? Is it possible for you to continue the process to take it to completion now? |
|____________________________________________________________________________|
|If not, is it something that needs your acceptance so you can let go and move forward? |
|____________________________________________________________________________|
|Are there any other things you can think of that may be pulling you in the opposite direction from your goals? If so, what are they? |
What actions do you need to take to overcome the past, allowing you to live in the present? For example: Seek guidance and or support.

_____________________________________________________________________________

The Present, Moving Forward

What actions do you need to take to deal with present day issues? For instance, do you need to change old routines, make phone calls, make a decision, or break a habit?

___________________________________________________________________________

___________________________________________________________________________

Next, identify what resources are available to assist you. It could be self, Elders, family, friends, practitioners, organizations, etc.

List the resources that are available to you.

___________________________________________________________________________

___________________________________________________________________________

Answering the above questions could be an excellent starting point to listing your goals.

Now, create a vision in your mind of you successfully accomplishing what you set out to do.

a.) What does that look like? _______________________________

b.) How does it feel? _____________________________________

c.) How do you feel? _____________________________________

What is the first step you will take?

___________________________________________________________________________

Alternate Activity:
This teaching can be used to show learners how we move around the Wheel of Life, sometimes on the path and sometimes leaving the path and having to find our way back. It echoes and explains everything in the section above.
This Teaching is all about respect for all Creation and is about the ways of living.

This Medicine Wheel shows the different 'ways of living' that affect everyone - Native and non-Native alike. The Wheel is the perfect way to look at life and the different phases of our lives because we are on a pathway that has no end. While this teaching is based on the directions, and therefore on the 'ages' we go through as we live our lives, there is no guarantee that our place on the Wheel is where our physical selves are.

A person may be an adult, or even a grandparent, but because of times and circumstances in their life that lead them off the path, or sidetrack them, they may not have the learning and wisdom that their years would suggest. When we lose our way, a time eventually comes when we realize something is wrong and we seek a way to get back on the path of learning and living our culture. This is done by going back and relearning some of the lessons that we missed, lost, or were never given.

All the teachings, wisdom and knowledge are still there in the circle. Nothing is ever truly lost but the path is not always straightforward and easy. When you miss a piece you eventually will have to go back to find it and make it your own if you are going to live a balanced life and walk on a good path.

**East - Child**
The first 10 to 11 years is when a child learns the basic Teachings: all the basic fundamental knowledge they need to lead a good and centred life.

**South - Teens**
Teens begin to put some of what they have learned as children into practice. They begin to make their own decisions, and their own mistakes, and continue to learn and live their culture as they mature. If they have not been given the basic knowledge they need as children they will
have problems staying on the path. This is often when young people get into trouble and get sidetracked. These young people can find their place on the wheel again by choosing to go back and find the cultural knowledge they lost or never were given.

**West - Adults**
Adults should have sufficient knowledge and learning to live their lives well. If adults find they do not have the ability to do this, or if they find they are not able to make good decisions for themselves, they need to go back along the circle until they find the pieces that they are missing. Only then can they again begin to move forward. Sometimes an adult who is getting back onto the path will take their child’s hand and, with the help of an Elder or grandparent, they can both begin to move forward together, side by side.

**North - Grandparents & Elders**
Grandparents have gained wisdom and knowledge from their years on the earth. When they gain the respect of their communities for what they know, they are known as Elders. They are willing to share what they know with others who, regardless of age, are looking for knowledge, Teachings, information on their traditions, culture and values, and/or need help to get back on the Wheel.

*Defining Short-Term and Long-Term Goals*

**Short-Term Goals**
Goals that can be achieved in one day or they can be achieved in one year. Often they are the stepping stones to achieving your long-term goal.

**Long-Term Goals**
These goals that can take anywhere from one year to five years to achieve; they are a series of short-term goals.

You may set personal, work or educational goals to improve your everyday life. The following is an example of an educational goal.

Long-Term Goal - To be a Police Officer

Short-Term Goals – To prepare to become a Police Officer
- Complete grade 12 or GED
- Take a specialized training program
- Take First Aid & CPR
- Prepare for physical training test
- Enroll in work-out training program
- Call College for information e.g. start date, cost
- Fill out application form for College
- Call police academy for information e.g. requirements
• Seek financial support and or educational support
• Arrange child care
• Discipline yourself

Motivational Speaker: 
Invite a former student who has been successful to come back to class to motivate and encourage students by sharing their story.

Suggestion:
Most people have trouble differentiating between short- and long-term goals. Before doing the next section, where your group will be setting their own goal, consider giving them some additional practice to reinforce the learning. Ask the group to come up with a long-term goal and encourage them to go through the process of breaking it down into the number of realistic, achievable steps (short-term goals) necessary to achieving the overall or long-term goal.

Setting a Goal

1. What is your long-term goal? (1 – 5 years to complete)

2. How long will it take to achieve this goal?

3. List the series of short-term goals that will assist in achieving your long-term goal.
   a.)
   b.)
   c.)
   d.)
   e.)
   f.)

4. What goals can you accomplish in the next 3 months that will help you achieve your long-term goal?
   a.)
   b.)
   c.)
5. What goals can you accomplish in the next month that will help you achieve your long-term goal?
   a.) _____________________________
   b.) _____________________________
   c.) _____________________________
   d.) _____________________________

6. What can you do today to help you achieve your long-term goal?
   a.) _____________________________
   b.) _____________________________
   c.) _____________________________
   d.) _____________________________

**Note to Practitioner:**
Some members of the group may want to begin exploring career options. Service Canada’s website has a number of links that might interest them:


**Obstacles**

“Obstacles are those frightening things you see when you take your eyes off your goals.”

Henry Ford

**Anticipate Possible Obstacles**

Most people have some obstacles that make it difficult for them to achieve their goals. Obstacles are those people, places, and things that get in our way. Identifying what those obstacles are is the first step to overcoming them.
Identify what obstacles are in your way:

- No phone
- Accommodation
- Money
- Language
- Child Care
- Self-confidence
- Gender
- Age
- Transportation
- Legal issues
- Disability
- Literacy
- Addictions
- Health issues
- Education
- Friends
- Attitude
- Lack of skills
- Procrastination
- Fear
- Experience
- Ambition
- People
- Discrimination

**Small Group Activity 1:**

Ask the group to go over the list of possible obstacles and select any that apply to them. Encourage them to add any that are not on the list. Ask them to find a partner, compare their lists and decide on one or two that they have in common. Ask them to come up with as many solutions as possible to the obstacle(s) they selected. When they present their ideas to the class, encourage additional ideas and solutions and active discussion using the questions below.

**Small Group Activity 2:**

Break learners up into pairs or small groups. Write obstacles on slips of paper and let each group select one or two at random. Ask groups to come up with as many solutions as possible to each obstacle. When they present their ideas to the class, encourage additional ideas and solutions and active discussion using the questions below.

**Note to Practitioner:**

If you have time to prepare a list of the resources that are available in your community for each of the obstacles identified, it would make a great handout and reference tool for your group.

For each obstacle, answer the following questions.

Are there other solutions to the obstacle that you may not have thought of? ________________

Is there anything else you can do to eliminate this obstacle or is it something you need to let go (accept it)?  ________________________________________________________________

What resources are available to assist you in overcoming any of the obstacles you identified?  ________________________________________________________________
Now imagine you have successfully overcome the obstacles standing in your way. Are you ready to commit to setting your goals? ____________________________________________

**Note to Practitioners:**
As the practitioner, you may want to take this last question into a group discussion because if any of your learners are still unsure about, or unable to, commit to setting a personal goal, this is the time to find out about it and take them back to fill in the gaps so they can move forward. The Medicine Wheel showing the Stages of Learning, found in the Introduction to this resource, would be an excellent way to do this and demonstrate why it is so important to have the knowledge and skills you need before trying to move forward. In the East they began their journey of learning by participating in this training and working through the materials in their workbooks. As they moved South they struggled to take in this knowledge and relate it to, and integrate it with, their past experiences. As they moved to the West they began building a solid knowledge base and an understanding of how it all fit together. At this point they should be ready to move to the North where they will have the opportunity to put this knowledge into action, that is, to demonstrate their new skills. If they are unsure of their knowledge they may be unable or unwilling to commit to setting a real goal. This would show that they are still in the West, or maybe even the South. Reinforce that this is a natural process and the Wheel is telling them that they are not yet ready to complete the circle—they need to go back and, with your help, discover the piece they missed or didn’t fully understand before they can move forward with confidence. If we try to move through the circle without going through all these phases we are setting ourselves up for failure.

**Goal Setting Tips**

- Create a plan
- Imagine achieving the desired goal
- State goals as declarations of intention
- Stay focused
- Be specific
- Keep a ‘to do’ list
- Use time limits, attach a date to each goal
- Ask for help when you need to
- Be confident that you can do it
- Share your goals with someone who cares if you reach them
- Take one day at a time
- Take small steps
- Expect setbacks
- Be patient
- Change your plans if necessary
- Be aware of sabotage from self and others
- Evaluate your progress
- Reward yourself
- Expect the unexpected
- Listen to your intuition
- Enjoy the journey

**Follow-Up Idea:**
The above list contains good information but after going through it with your learners it might be worthwhile to ask the group to think about the process they have gone through and try to reduce that list down to six or seven key points that have meaning for them. Once they have a list they all agree on, or reached a consensus, it could be make into a poster to hang in the classroom OR typed up and photocopied so each person could have a copy to take home. Could they build it into a Medicine Wheel model?
GOAL SETTING WORKSHEET

Goal Statement:

My Target Date is:

To Reach My Goal I will do these three things:
1. 
2. 
3. 

I will know I’ve reached my goal because:

Two things that will help me stick to reaching my goal are:
1. 
2. 

Possible Obstacles:  Solutions:

Upon accomplishing my goal I will reward myself by:
**Committing to your Goal**

Once you have selected what goal you would like to achieve, put it in writing. Ensure you write in the present tense. For example: I will achieve my GED in one year. Notice the goal is specific and it includes a time limit.

I will __________________________________________________________

_______________________________________________________________

___________________________by _________________________________

________________________________

Signature

**Group Activity:**
After students have completed their contract, provide them with a piece of card stock approximately 5 cm x 8 cm so they can make a wallet copy of their contract to keep with them.

**Develop YOUR Training Plan**

You will now develop **YOUR** personal training plan with your instructor.
Communications
This chapter looks at the whole topic of how we communicate, and perhaps more important, it also looks at factors that can interfere with our ability to communicate with each other. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more in-depth information there are lots of resources available through your library and on the internet. Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown, answers are in green.

The objectives of this Communications chapter are:
- to introduce the idea that communication is a two-way process
- to explore how we communicate verbally and non-verbally
- to develop our listening skills
- to explore communication blockers and barriers
- to practise and reinforce practical communication skills

Why we Communicate
This segment begins by looking at how our feathered, finned and four-legged brothers and sisters communicate. It moves on to why and how we communicate with one another.

Communication is both the easiest thing we do and the hardest. Somehow when we speak to others we just assume they will understand us with no problem but, as the exercise on giving directions to the video store shows, this is often not the case. Communication is a skill we have to think about and learn about and practise constantly if we hope to do it well.

Communicating without words
Children begin communicating their needs as soon as they are born, first without words, then with words as they proudly develop the ability to speak and then later as teens they often go back to communicating without words as most parents know. Every one of us communicates with our body language constantly, whether we are aware of it or not. In fact one very common saying is that, ‘Silence speaks louder than words.’ Learning more about how our bodies communicate can give us valuable insight into understanding those we are trying to communicate with -
especially our children who often let their silence speak for them even when they desperately want to communicate with us.

**Listening Skills**
The need to hear is fundamental to communication. Anyone can listen to something but to really hear what is being said is the key. In the listening skills part of this chapter we have included a Medicine Wheel Teaching from Elder Vera White-Eye Jones that explains this idea and its importance in the Native culture.

In the Bug exercise the purpose is to help learners discover what can happen when communication is not a two-way process. The learners work strictly from the instructions you provide. They are not allowed to see your model or to ask any questions. You tell them how to draw your bug but without explaining where the pieces go or what kind of bug it is. At the end of the exercise they compare their results with your drawing. The exercise is then repeated but with learners being able to ask questions and, again, their drawings are compared to your original.

Your learners might enjoy doing this exercise in pairs, sitting back-to-back with one giving instructions while the other draws without asking questions. After comparing results they could trade roles and repeat the exercise with questions. Whichever way you choose to do this exercise, you definitely want to give them time to talk about their experience as it can be very frustrating for some. This is a great time to point out how hard it can be to talk with someone who doesn’t allow you to ask questions so you can understand what they mean.

**Communication Blockers**
When we communicate with others somehow we just assume they will understand us but that is not always the case, which is why learning about communication is so important for all of us. Everyone at times is guilty of using blockers and then we wonder why people react to us as they do. Often we are completely unaware that what we are doing is bothering the other person so much that they can’t ‘hear’ what we are saying. Allowing your learners to experience blocking behaviours in a safe classroom environment is a wonderful way for them to learn how it feels and to recognize blockers they may be unconsciously using.
**Barriers to Effective Communication**
What we think we are saying is not always what other people hear because so many things can happen between your mouth and their ears.

When talking about these barriers practitioners should be aware that sometimes the ‘lingo’ of teaching can, itself, be a barrier to communication with your learners.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.

![Intuitive, Emotional, Mental, Physical](image)

**Why We Communicate**

**Warm up Activity:**
Start with a game of ‘Telephone’. Whisper a sentence into the ear of the first learner who turns and whispers to the next person passing the information along from person to person. Ask the last person to repeat what they heard and compare it to the original message. Discuss what changed between the first person and the last one. What does this tell us about communication generally and specifically to things like gossip in a community?

Communication is much more than having a conversation. It is the ability to send your message as clearly as possible and to receive information with as little distortion as possible.

All living beings have adapted a way of communication for one simple reason. Why? To get their message across.
List the different ways birds communicate.

Answers might include chirps, special calls, songs they sing, rituals they perform, hiding or freezing when danger is near, etc.

List the different ways creatures of the sea communicate.

Answers might include blowing air, clicks, echoes, special calls or sounds, waving fins/flukes, etc.

List the different ways land animals communicate.

Answers might include growling, purring, barking, biting, flicking tails, playing, marking territory, body posture, tail between legs, cowering, raising hackles, etc.

Give examples of what they may be communicating.

Birds - warning of danger, where the food is, looking for a mate, maintaining group (geese)
Sea Creatures - maintaining groups, finding food, comforting one another, etc.
Land Animals - attracting a mate, frightening predators, announcing territory, danger, answering another animal’s call, etc.

Alternate Activity: Ask each person to think about all their four-footed, feathered and scaled relations, decide what kind of animal or bird they would like to be if they had the power to change, write the name on a piece of paper and, if they have the time and skill, draw a picture as well. Ask them to consider the gifts and abilities of that animal and why they are important to the learners. Form a circle and go around asking each person to show what they would be if they had the chance, why they chose that animal, what they admire about that creature, how they communicate and what sort of things they might have to communicate. Afterwards the word and pictures could be posted in the classroom to show the diversity within the group.

List the different ways human beings communicate.

Answers may include: eye contact, body language, other non-verbal communication, speaking, listening, sign language, smiling, laughter, symbols, touching and holding, silence.
We communicate for many different reasons such as:

- To provide information.
- To share thoughts, opinions, or ideas with someone.
- To give someone feedback
- To follow or give instructions
- To express feelings
- To develop relationships with others

**Group Activity:** Divide your group in half. Ask one group to develop a form of written communication and the other group to develop a form of verbal communication. Both groups must be able to teach their language to the other members.

List reasons why you communicate?
Some answers might include: to build relationships, to educate, to inform, to get my needs met, to share stories, to help others, to socialize. Your learners will add others.

Giving Instructions Assignment: One of your classmates, who is not familiar with your community, has asked you for directions to the closest video store. Describe in writing your instructions. You may use words, symbols or a diagram to get your message across.

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
4. _________________________________________________
5. _________________________________________________
6. _________________________________________________

Read over your instructions and determine if instructions are clear and easy to follow. How would you rate yourself on giving instructions?

1        2        3        4        5        6       7        8        9        10

Needs improvement             Excellent

**Follow-Up Activity:** Have the group do the exercise above individually and after rating their instructions join up with a partner and give that person the directions verbally. Ask partners to rate each other using the same scale. Compare the ratings.
Non-Verbal Communication

We also communicate non-verbally using our body language. These messages are sent either intentionally or unintentionally. Often we are not aware of the messages we are sending. Some examples of non-verbal communication are:

Facial expressions convey the emotional state of a person by the movement of muscles and eyes, eye brows and lips.

Gestures are made by movements of the body and/or in combination with verbal communication.

The clothes we wear identify our sex, social norms, group affiliation, and mood.

Posture can indicate our attitudes, status and approval.

Silence is what we don’t say; it can communicate more than words.

The amount of personal space a person needs depends on the closeness of the relationship.

**Alternative Activity:**

Have students find pictures in a magazine or book of individuals who are communicating non-verbally. For each picture chosen, the student should be able to explain what the person is communicating, and what made them think that was the message.

**Physical Demonstrations:**

Make a card for each of the methods of communication, and any others you can think of. Ask for volunteers to do some physical demonstrations. This could be done by an individual or with a partner. Do not tell the group what method is being acted out—ask them to guess the kind of communication it showed. After each one, ask the group to discuss that method, how effective it is, when might you use it, when it would not be appropriate. Encourage them to share any personal experiences that might further demonstrate these points.

Identify what messages are sent non-verbally in the following scenarios.

1. Late for class - lack of interest, rules don’t apply to them, disrespectful of others
2. Head nodding up and down - yes or no or bored and nodding off to sleep
3. Turning your back to someone - inconsiderate, angry, stopping a conversation
4. Smiling at someone - friendly, welcoming, assuring, encouraging
5. Covering head with a hoodie - avoidance, fear, poor self-confidence
6. Using headphones to listen to music when the instructor is talking - lack of respect
7. Coming to class on time - eager, motivated, respectful of classmates, open to learning
8. Flipping someone the finger - disrespect, anger, disgust
9. Giving a dirty look - displeasure, get away from me, disagreement, don’t like you
10. Placing your arm on someone's shoulder while talking to them - affection, emphasizing a point, could also be showing domination or intimidation

**Listening**

The following Teaching was shared by an Ojibwe Elder and might make a good introduction to this segment on listening skills. This Teaching is reproduced, with permission, from *Completing the Circle: Teaching Our First Teachers*, an Aboriginal family literacy program produced by the Ontario Native Literacy Coalition.

**Medicine Wheel Teaching**

“*The Need to Hear*”

The need to hear is not about listening; it is about hearing. Anyone can listen to something but to really hear what is being said is the key.

Elder Vera Jones used the Medicine Wheel to show the different types of ‘hearing’ skills that the Native culture has. Each one has its own rhythm, its own language/sound, and its own way of helping us hear.

**North - Our songs**

Traditional Native songs are related to the world around us and give us a special way to hear the words of the world—the heart beat of the drum echoes Mother Earth while the words, rhythms and melodies of the songs help us ‘hear’ about life and nature.

**East - Our people**

The words of our people have their own rhythm and sounds that are linked back to the Native languages. Even if people no longer speak their mother tongue, the lilt and intonations are still there in the way they speak English. The oral tradition of listening to people speak the stories is an integral part in passing along Native traditions, culture, and values.
South - Our chants

When we chant we open ourselves to the pulses of the Earth and the Universe. We celebrate being alive in the moment. We celebrate being the voice and breath of the union of Nature and Spirit, and we uncover the authenticity we need to go forward in our daily lives.

West - Animals

The Elder talked about how our footsteps as we walk in a woods speak a language that is all their own. The calls of the birds and sounds the animals make as they go about their lives and as they communicate with each other.

The other half of the communication process involves listening, hearing and understanding what others communicate to us. This is especially important when listening to a set of instructions.

Some interesting statistics

- 85% of what we know, we learned by listening
- 75% of the time we are distracted, preoccupied or forgetful
- We recall about 50% immediately after we listen to someone talk
- We spend about 45% of our time listening
- We remember about 20% of what we hear

Field Experiment

Bug Assignment Worksheet

Choose a picture or drawing of a bug. This is your unique bug. Your bug can be any kind, size, or shape. You do not reveal any information about the bug except the following instructions.
Instruct the participant or participants that they will be drawing a bug. They are not allowed to ask any questions for the first part of this exercise. You will give them step-by-step instructions, one part at a time.

**Draw**

1. The bug’s body (Do not reveal the size)
2. Small or large spots (where on the body)
3. How many legs, (where on the body)
4. The mouth (where on the body)
5. The eyes (where on the body)
6. The feelers (where on the body)
7. A tail or stinger (where on the body)
8. Any other parts your bug’s body has

When the bugs are complete ask participants to show their bugs to each other. Notice the similarities or differences. How close do they resemble yours?

Repeat the exercise with the participants asking questions this time. You can reveal anything they ask.

1. The bug’s body
2. Small or large spots
3. How many legs
4. The mouth
5. The eyes
6. The feelers
7. A tail or stinger
8. Any other parts your bug’s body has

When the bugs are complete ask participants to show their bugs to each other. Notice the similarities or differences. How close do they resemble yours?

When the exercise is complete ask participants to list any barriers that were present during this exercise.

**Barriers involved with the listening process**

1. 
2. 
3. 

Discuss as a group and journal your response.
**Communication Blockers**

**Role Play Activity:**
Hand out slips of paper with a communication blocker on each. Have group members role play the behaviour intentionally while the instructor is talking. You may choose to prepare short scripts ahead of time for them to use.

Blockers are behaviours that shut down the communication process; often we are not aware we are doing them.

- **Interrupting** - halting the flow of a speaker with a question or remark.
- **Giving advice** - giving an opinion about what another person should do.
- **Insults** - saying something rude or insensitive that offends somebody.
- **Put downs** - making somebody appear ridiculous or unimportant.
- **Sarcasm** - characterized by words that mean the opposite of what they seem to say and are intended to mock.
- **Gossiping** - habitually discussing the personal details of other people’s lives.
- **Changing the subject** – avoiding discussing the issue at hand.
- **Judging** - an opinion formed or given after consideration.
- **Bias** – a mental tendency to be either for or against, resulting in tuning in or out of a conversation.
- **Name calling** - verbal abuse, especially as a substitute for argument in a dispute.
- **Mind Reading** – assuming you know what the other person is thinking.

What are some of the blockers you use, either, intentionally or unintentionally?

Which blockers do others use that bother you?

What can you do to overcome or minimize the use of communication blockers?


**Barriers to Communication**

No matter how good and effective a communicator someone may be, the fact is that we all face certain barriers, from time to time. This is most obvious in cross-cultural situations where language is an issue, but it is also common among people of the same culture.

![No symbol]

**Language Barrier**

Try to decipher (translate) the following hieroglyphic. Each symbol represents a letter of the alphabet.

**Note to Practitioner:**

The symbols under this line represent the alphabet which makes solving the puzzle easier. Depending on the group you are working with, you might want to spend a little time explaining the most common vowels and how you can use that information, simple word recognition and repeating patterns of letter symbols to decipher a hidden message.

<table>
<thead>
<tr>
<th>α</th>
<th>β</th>
<th>χ</th>
<th>δ</th>
<th>ε</th>
<th>φ</th>
<th>γ</th>
<th>η</th>
<th>ι</th>
<th>ϕ</th>
<th>κ</th>
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<th>μ</th>
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</thead>
<tbody>
<tr>
<td>ν</td>
<td>ο</td>
<td>π</td>
<td>θ</td>
<td>ρ</td>
<td>σ</td>
<td>τ</td>
<td>υ</td>
<td>ω</td>
<td>ξ</td>
<td>ψ</td>
<td>ζ</td>
<td></td>
</tr>
</tbody>
</table>

**Answer to hieroglyphic puzzle.**

"There was a time when all people and all the animals understood each other and spoke the same language."

Identify what barriers you had to overcome to solve the puzzle.

______________________________________________________________________________________________

______________________________________________________________________________________________
Barriers to sending messages

Group Activity:
Have students brainstorm the answers for barriers to sending and receiving messages.

Group Activity:
Draw two large heads on your white board with the faces looking towards one another ( } { ). Add a couple of wavy lines coming out of the mouth of one of the faces to indicate they are speaking. As you go through each of the barriers shown below add a vertical line between the two faces showing that it is something that is interfering with them being able to communicate with each other. When you finish ask the group to discuss what the drawing is showing them. Encourage them to add other barriers you might not have mentioned.

Communication barriers can cause problems and misunderstanding in the workplace, school and in your personal life. Some barriers include:

* Not speaking clearly, stuttering, mumbling
* Lack of confidence
* Using complicated words
* Language
* Disability
* Can’t read or write
* Mental illness
* Distance
* Lingo
* Gender
* Speech impediment
* Age
* Tone of voice too loud

Identify other barriers you have encountered when sending messages

Some others might include: speaking too quietly, tone of voice being used, not wanting to be in the conversation, being uncomfortable with the person, lack of time/rushing, body language not matching the words, etc.

Group Activity:
Draw two faces again but make the ear on one quite large. Add a couple of wavy lines linking the mouth of one face with the big ear of the other to indicate the one who is actively listening. As you go through each of the barriers shown below add a vertical line between them showing that it is something that is interfering with the ear being able to hear the communication stream. When you finish, ask the group to discuss what the drawing is showing them. Encourage them to add other barriers you might not have mentioned.
Some barriers to receiving messages are:

- Noise
- Attitude (Bias)
- Boredom
- Distractions
- Lack of understanding
- Learning disability
- Prejudice
- Status
- Poor memory
- Not interested
- Sexual orientation
- Gender
- Age
- Controversial topics

Identify other barriers you have encountered when receiving messages

Some others might include: speaker is speaking too quietly, hearing problems, background noise, tone of voice being used, body language not matching the words,

**Lingo**

Lingo is a language that is specific to a group of individuals. If you’re not part of that group or culture you would have difficulty understanding. For instance chatting on line or text messaging has developed a completely new form of communication. To understand the message you must be part of that group.

List the different groups of people or organizations in your community that have their own lingo.

Example: Taxi Drivers

Some answers might include Taxi Drivers, Doctors, Police, Social Workers, Computer Technicians, Reporters, Athletes, Literacy Practitioners

**Discussion Activity:**

What is the purpose for having a language only some people can understand? What are the advantages & disadvantages? Encourage them to share experiences they have had with lingo.

**Idioms**

Have you ever heard someone use a phrase that didn’t make any sense to you? For instance, to beat around the bush means to avoid addressing a topic or answering a question directly. The meaning is not related to the words used.
Chances are that person was using an idiom. Not everyone is familiar with idioms and we shouldn’t assume that they are.

Match the idiom in column 1 to the correct definition in column 2

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ants in your pants</td>
<td>A state of restless impatience</td>
</tr>
<tr>
<td>chip on your shoulder</td>
<td>A habitually hostile combative attitude</td>
</tr>
<tr>
<td>foot in the door</td>
<td>A first step in working towards a goal</td>
</tr>
<tr>
<td>give someone the eye</td>
<td>To look admiringly or invitingly</td>
</tr>
<tr>
<td>jump the gun</td>
<td>To start doing something too soon</td>
</tr>
<tr>
<td>pick someone's brain</td>
<td>To explore another’s ideas through questioning</td>
</tr>
<tr>
<td>pull someone's leg</td>
<td>To play a joke on; tease</td>
</tr>
<tr>
<td>rub someone the wrong way</td>
<td>To annoy or irritate them</td>
</tr>
<tr>
<td>shoot the breeze</td>
<td>To engage in idle conversation</td>
</tr>
<tr>
<td>beat around the bush</td>
<td>To avoid answering</td>
</tr>
<tr>
<td>bite off more than you can chew</td>
<td>To take on more than you are able to do</td>
</tr>
<tr>
<td>blind leading the blind</td>
<td>To try teaching what you don’t understand</td>
</tr>
<tr>
<td>buck stops here</td>
<td>To take responsibility</td>
</tr>
</tbody>
</table>

**Field Experiment**

Do a survey and ask people you know if they know the meanings to the above idioms. Journal the responses.

**Overcoming Communication Barriers**

To succeed in your relationships with your classmates or co-workers, you need effective communication skills. During your life, you've probably learned some lessons that have actually discouraged communication. Now, you may be conditioned to shut off your feelings when you talk to someone, building barriers to communication. At work or school this can result in frequent misunderstandings, poor morale, and low self-confidence. Here are some tips for overcoming them.
Ask questions
Research information
Read every chance you get
Practise reading out loud
Attend Toastmasters
Write letters
Engage in small talk
Think before you speak
Practice tongue twisters
Take a breathing break
Take a course
Speak to strangers
Listen purposefully
Look up words you don’t know the meaning of

**Communication**

**Crossword Puzzle**
<table>
<thead>
<tr>
<th>ACROSS</th>
<th>DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  To talk about other people</td>
<td>2  The person communicating</td>
</tr>
<tr>
<td>6  The person who is sending the message</td>
<td>3  A phrase that is difficult to understand by the words used</td>
</tr>
<tr>
<td>7  Electronic communication using the internet</td>
<td>4  To give or receive compliments or constructive criticism</td>
</tr>
<tr>
<td>11 To share information, thoughts or feelings</td>
<td>5  A form of communicating by using a pen and paper</td>
</tr>
<tr>
<td>12 Something that prevents or shuts down the communication process</td>
<td>8  A sign or thing that stands for something else</td>
</tr>
<tr>
<td>13 The person who is hearing the message</td>
<td>9  Not using words to communicate</td>
</tr>
<tr>
<td>14 A form of language particular to a special group</td>
<td>10 To pay attention to what is being said</td>
</tr>
</tbody>
</table>

**Crossword Puzzle Answer Key**

<table>
<thead>
<tr>
<th>ACROSS</th>
<th>DOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  To talk about other people</td>
<td><strong>Gossip</strong></td>
</tr>
<tr>
<td>6  The person who is sending the message</td>
<td><strong>Speaker</strong></td>
</tr>
<tr>
<td>7  Electronic communication using the internet</td>
<td><strong>Email</strong></td>
</tr>
<tr>
<td>11 To share information, thoughts or feelings</td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>12 Something that prevents or shuts down the communication process</td>
<td><strong>Barrier</strong></td>
</tr>
<tr>
<td>13 The person who is hearing the message</td>
<td><strong>Receiver</strong></td>
</tr>
<tr>
<td>14 A form of language particular to a special group</td>
<td><strong>Lingo</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOWN</th>
<th><strong>Sender</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2  The person communicating</td>
<td><strong>Idiom</strong></td>
</tr>
<tr>
<td>3  A phrase that is difficult to understand by the words used</td>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td>4  To give or receive compliments or constructive criticism</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>5  A form of communicating by using a pen and paper</td>
<td><strong>Symbol</strong></td>
</tr>
<tr>
<td>8  A sign or thing that stands for something else</td>
<td><strong>Nonverbal</strong></td>
</tr>
<tr>
<td>9  Not using words to communicate</td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>10 To pay attention to what is being said</td>
<td><strong>Listening</strong></td>
</tr>
</tbody>
</table>
Feelings & Emotions
This chapter, as the name implies, deals with various aspects of our feelings and emotions, positive and negative, and how closely our feelings are connected to our behaviours and actions. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more in-depth information there are many resources available through your library and on the internet. Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown; answers are in green.

The objectives of this **Feelings & Emotions** chapter are:
- to introduce the idea of ‘Emotional Intelligence’
- to develop awareness of our own emotional health
- to explore the positive and negative aspects of our feelings & emotions
- to discover how our feelings connect to the way we behave
- to reinforce the concept that we are responsible for how we feel

**Emotional Intelligence**
This idea of Emotional Intelligence is likely to be a new concept to your learners, but when you look at what it is about, it makes sense. The four fundamental capabilities are self-awareness, self-management, social awareness and social skill.

These are defined as:
- **Self-awareness** — the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- **Self-management** — involves controlling one's emotions and impulses and adapting to changing circumstances.
- **Social awareness** — the ability to sense, understand, and react to others' emotions while comprehending social networks.
- **Social Skill (Relationship management)** — the ability to inspire, influence, and develop others while managing conflict

Using a Medicine Wheel, a model of Emotional Intelligence might look like the following diagram.
We are all a blend of body, spirit, heart, and mind and usually we come into the world with one quadrant stronger than the others (Nature). True balance comes as we live our lives and work to reach the centre point where all four quadrants are equal and in balance within us (Nurture).

**Emotional Health**
If you choose to have your learners use the survey provided to reflect on their emotional intelligence health, you should be prepared to allow them enough time to fully discuss how they feel after doing the exercise AND have an Elder or Community Health Representative (CHR) present to help debrief the group. As the introduction to this survey says, “If any of the questions feel particularly problematic to you, you might benefit from counselling or psychotherapy or any other modality of healing and personal growth that you feel comfortable with.”

**Note:** Under Tips to Improve your Emotional Intelligence it mentions becoming emotionally literate. Emotional literacy is defined as, “The ability to express feelings with specific feeling words, in 3-word sentences”. For example, "I feel rejected."

**Positive and Negative Feelings**
In the segment on identifying feelings they use the classic ‘I feel’ statements which are a way to explore and practise emotional literacy as mentioned above. Learners may have cultural or societal barriers to openly discussing or naming their feelings. These need to be respected and honoured while still providing them with the information on how to recognize and express their feelings.
Body Cues & Triggers
Identifying how our bodies react to emotional triggers with physical reactions can be a very empowering experience for learners who may not always understand why they react to situations as they do. Knowing what is happening, why it is happening, and how you can learn to control our reactions helps us move a step closer to finding balance in our lives. If you use the Feelings - Body Cues - Triggers chart you might want to ask learners to add another column verbally by discussing how they could begin to find a more balanced way of reacting.

Story of Two Wolves
This unit finishes with a short Aboriginal story that helps learners understand that in the end we are each responsible for our feelings and behaviours.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the style(s) they address.
Feelings/Emotions Word Find

Word List

<table>
<thead>
<tr>
<th>bored</th>
<th>confident</th>
<th>content</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotions</td>
<td>excited</td>
<td>fear</td>
</tr>
<tr>
<td>frustrated</td>
<td>happy</td>
<td>hope</td>
</tr>
<tr>
<td>love</td>
<td>mad</td>
<td>nervous</td>
</tr>
<tr>
<td>pleased</td>
<td>proud</td>
<td>regret</td>
</tr>
<tr>
<td>sad</td>
<td>surprised</td>
<td>trigger</td>
</tr>
</tbody>
</table>
Emotional Intelligence

Psychologists and medical doctors have been proving that there are personal characteristics called emotional intelligence which are responsible for the ways we behave, how we feel, how we relate to others, how well we do at our jobs, and how healthy we are.

It consists of four fundamental capabilities:

- self-awareness
- self-management
- social awareness
- social skill

Emotional Intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores.

Note to Practitioner:
You may want to introduce the Medicine Wheel model of Emotional Intelligence provided at the beginning of this chapter to set the stage for the rest of this section.

How Emotional Intelligence Develops

Nature: Each person inherits certain physical attributes (size, hair colour, etc.) as well as emotional tendencies (sociability, positive outlook, etc.) from the genes of their parents.

Nurture: We are shaped by our direct experience, what we have seen happen to others, the conclusions we draw, the decisions we make, and what we learn from the positive or negative consequences of our actions.

Emotional Intelligence Traits

The Thirteen Emotional Intelligence Traits

The research of psychologists, medical doctors and our own research has found thirteen key emotional intelligence traits. These areas are all measured in the Simmons Personal Survey.
EMOTIONAL ENERGY:  
The amount of energy available to cope with frustration, conflict, or pressure.

EMOTIONAL STRESS:  The amount of inner stress experienced.

OPTIMISM:  To consider what is positive or right; to be optimistic.

SELF-ESTEEM:  To value self and to be self-accepting.

COMMITMENT TO WORK:  To work hard; to get things done; to take on responsibility.

ATTENTION TO DETAIL:  To think things through; to concentrate on details; to be thorough; to be careful; to strive to be accurate.

DESIRE FOR CHANGE:  To create changes or improvements in one's environment; to vary one's patterns of behaviour.

COURAGE:  To do what is challenging, or unfamiliar; to risk injury, loss, hardship, or discomfort to reach a desired goal.

SELF-DIRECTION:  To make decisions; to set goals; to set priorities; to initiate action.

ASSERTIVENESS:  Saying what one thinks; trying to convince others; telling others what one wants, needs, requires, or expects; exercising power and authority; engaging in interpersonal conflict; confronting, openly disagreeing, saying no, taking unpopular positions.

TOLERANCE:  To be tolerant, patient, accepting, and cooperative.

CONSIDERATION FOR OTHERS:  To be considerate, understanding, helpful, honest, and responsible.

SOCIABILITY:  To be outgoing and sociable. To seek and to enjoy others’ company and conversation.

Note to Practitioner:  
It is likely that this will be the first time your students have been exposed to the idea of emotional intelligence traits like the 13 shown above. This would be a good time to encourage students to explore these ideas through self-reflection and group discussion before moving on to the next exercise.
Group Activity:
Prepare 13 cards or pieces of paper, each with one of the emotional intelligence traits written on it. Divide group members into pairs or small groups and let them draw two or three at random. In their groups ask them to talk about the traits and what they mean to them. When the group comes together to discuss their ideas you may also want to ask them to place their traits in the appropriate quadrant of the Medicine Wheel of Emotional Intelligence provided in the background notes at the beginning of this chapter.

Some other factors besides emotional intelligence that can partially determine behaviour and success are:

- Learned skills and specific knowledge based upon experience and education.
- Mental abilities such as math computation, memory, mechanical aptitude, etc.
- Physical fitness involving general health, height, weight, muscle mass, sight, hearing, etc.
- Physical appearance - more important when working with the public.
- Interest in job or environment. An interest in working with wood and hand tools is an asset to a home builder.
- Previous response to difficult aspects of a job or setting. A person who has had a bad fall may have developed a fear of heights that would interfere with washing windows on a 20 story office building.
- Positive and negative environmental consequences. If an environment rewards accomplishment, a person is more likely to work harder than they normally would. If an environment punishes expression of opinions, a person may look less assertive than they tend to be.

Note to Practitioners:
If you choose to have your learners use the survey provided to reflect on their emotional intelligence health you should be prepared to allow them enough time to fully discuss how they feel after doing the exercise AND have an Elder or Community Health Representative (CHR) present to help debrief the group. As the introduction to this survey says, “If any of the questions in this questionnaire feel particularly problematic to you, you might benefit from counselling or psychotherapy or any other modality of healing and personal growth that you feel comfortable with”.

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This questionnaire is designed to provoke reflection about areas of your emotionality that you might like to expand or develop. They may also help you identify areas that are already well developed.

Some of the questions in this questionnaire may seem a little banal at first glance, nevertheless, do take the time to weigh up how each item applies to you personally, as honestly as possible. The questions are arranged in a number of categories, and they do not represent all aspects of human emotionality.

After you have answered ‘yes’ or ‘no’, ask significant people in your life how they see you in terms of these questions — their feedback could be both surprising and valuable. If your friend or partner answered ‘no’ when you answered ‘yes’ or vice versa, take the opportunity to re-consider the question. Much can be learned from another’s perspective.

Please note that this is not a quiz or a personality test; emotional intelligence is not quantifiable, and it is not my purpose here to provide a framework for interpersonal comparisons.

It would be both unkind and unrealistic to expect perfect answers to all items — I doubt anyone exists who would not recognise some areas of personal difficulty in the questionnaire. If any of the questions in this questionnaire feel particularly problematic to you, you might benefit from counselling or psychotherapy, or any other modality of healing and personal growth that you feel comfortable with.

This questionnaire was taken from the book: ‘Parenting for a Peaceful World’, which is an in-depth look at ‘emotional intelligence’, how it develops in early childhood, and how important it is for healthy relationships and happy societies.

This information was taken from the www.our-emotional-health.com website and is used here with their permission.
## Communicating emotions

<table>
<thead>
<tr>
<th>Question</th>
<th>Your answer</th>
<th>Your friend’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are sad, grieving or mourning, do you allow yourself to weep? Do you allow trusted others to see your tears?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you express anger freely and non-destructively, then let it go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you quickly let go of grudges and resentment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you are afraid, do you let trusted others see your fear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you able to recognise when you need help, then ask for help or support?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you receive help, as well as give it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you say ‘no’ without feeling guilty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you strongly protest against mistreatment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you easily express, as well as receive, tenderness, love, passion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you enjoy your own company yet gladly and comfortably accept intimacy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you listen clearly to yourself, and to others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you empathise with the needs and feelings of others, without judgement or criticism?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you motivate others without resorting to fear tactics or manipulation?</td>
<td></td>
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</tr>
</tbody>
</table>
## Emotional fluency

<table>
<thead>
<tr>
<th>Question</th>
<th>Your answer</th>
<th>Your friend’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you allow yourself to frequently experience and enjoy pleasure?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you allow yourself to experience bliss, ecstasy, excitement,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fascination and awe?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you often laugh out loud — a deep belly laugh?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you sometimes feel moved by the courage or the spirit of others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When necessary, can you contain (rather than repress), your impulses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and delay your gratification, without resorting to guilt, shame, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>suppression of your emotions?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Flexibility and balance

<table>
<thead>
<tr>
<th>Question</th>
<th>Your answer</th>
<th>Your friend’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you focus your energy on work, yet balance this with fun and rest?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you accept and even enjoy others who have different needs and world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>views?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you let yourself be spontaneous, play like a child, be silly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your goals realistic, and does your patience allow you to work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>towards them steadily?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Self-esteem

<table>
<thead>
<tr>
<th>Questions</th>
<th>Your answer</th>
<th>Your friend’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you forgive yourself your mistakes, and take yourself lightly?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you accept your own shortcomings, without feeling ashamed, and remain excited about learning and growing?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Do you respect your strengths and vulnerabilities, rather than inflate with pride, or fester with shame?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Would you say you are generally true to yourself without blindly rebelling against, nor conforming to social expectations?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Can you bear disappointment or frustration, without succumbing to criticism of self or others?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Are you kind to yourself, do you avoid being hard — even punishing towards yourself?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Have a look at the questions where you answered ‘no’. Your areas for potential growth are signalled by those questions. Areas of difficulty may well represent emotional wounds — possibly sustained early in life — that call for healing and growth. Your answers may also point towards areas of personal vulnerability where you might find your greatest challenges in parenting. For example, parents who have difficulty expressing anger may have the most trouble allowing their children to be angry, parents who find it difficult to express their needs may have the most trouble listening to their children’s needs, and so on.

If any of the questions above feel particularly problematic to you, you might consider seeking counselling or psychotherapy, or any other modality of healing and personal growth that you feel comfortable with.

### Tips to Improve your Emotional Intelligence

- Become emotionally literate. Label your feelings.
- Distinguish between thoughts and feelings.
- Take more responsibility for your feelings.
✓ Use your feelings to help make decisions.
✓ Show respect for other people’s feelings.
✓ Feel energized, not angry.
✓ Validate other people’s feelings.
✓ Practise getting a positive value from emotions.
✓ Don’t advise, control, criticize, judge or lecture others.
✓ Avoid people who invalidate you.

Note:
Explain what Emotional Literacy is as this is likely a new term for your learners.

Group Activity:
Divide your group into five groups. Make cards with the tips shown above printed on them and let each group choose two at random. Ask them to read their tips and come up with a simple way to explain them to the group. Circulate among the groups as they work on this exercise in case they need help understanding the wording or are having trouble trying to come up with an explanation. Let them know that they can present this information in any format they want - talking, writing on the board, skits or role playing, visual art, etc., Give them adequate time to prepare and to present and encourage group discussion to ensure everyone understands the concepts involved.

What are Feelings and Emotions?
Feelings are an indication of how well things are going in our lives. Positive emotions bring feelings of pleasure, enjoyment, or satisfaction. In short, they are an indication that things are going well. In contrast, negative emotions bring feelings of discontent, depression, fear and anxiety, a hint that things are not going so well. It is a sign, signal, or suggestion that something needs our attention.

Feelings are...
...with us wherever we go, we must learn to live with them.
...are neither good nor bad. They just are.
Identify feelings

Role Play Activity:
Write the name of a feeling on a slip of paper and place it in a bag or container. Have enough feeling names prepared for at least two per student. The students are to act out the feeling they choose until one of the group members answers correctly.

The first step in learning to live with feelings is learning to identify them.

Complete the following sentences, using more than one feeling.

The feelings chart shown below may be helpful for ideas.

After a hard day I feel ________________________________.
When I am with my friends I feel ________________________________.
While I’m at school I feel ________________________________.
When I’m ignored I feel ________________________________.
When I make a mistake I feel ________________________________.
When I am stressed I feel ________________________________.
When others approve I feel ________________________________.
Before a presentation I feel ________________________________.
During a test I feel ________________________________.
When I am late I feel ________________________________.

Alternate Idea:
This is a perfect exercise to help your learners practise and improve their Emotional Literacy. Take the statements above and write them out on brightly coloured card stock leaving a space between the situation part of each sentence and the ‘I feel’ statement e.g. ‘After a hard day…..I feel ______’. Doing this will create the three word clusters that are normally associated with expressing one’s feelings e.g. ‘After a hard day….. I feel exhausted.’ Set the cards around the room face down, divide participants into five groups, ask each group to go and find two of the cards and decide what word should be added. Share their findings and encourage discussion about what other ways those statements could have been finished.

Feelings Chart

Group Activity:
Ask students to find synonyms for the feelings on the faces. Group cluster and post on flip chart or white board.
Feelings Clusters

<table>
<thead>
<tr>
<th>Positive Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARING</td>
</tr>
<tr>
<td>friendly</td>
</tr>
<tr>
<td>loving</td>
</tr>
<tr>
<td>sympathetic</td>
</tr>
<tr>
<td>tender</td>
</tr>
<tr>
<td>empathetic</td>
</tr>
<tr>
<td>considerate</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>GRATEFUL</td>
</tr>
<tr>
<td>appreciative</td>
</tr>
<tr>
<td>thankful</td>
</tr>
<tr>
<td>pleased</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRAID</td>
</tr>
<tr>
<td>apprehensive</td>
</tr>
<tr>
<td>dread</td>
</tr>
<tr>
<td>frightened</td>
</tr>
<tr>
<td>fearful</td>
</tr>
<tr>
<td>scared</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>GRIEF</td>
</tr>
<tr>
<td>heartbroken</td>
</tr>
<tr>
<td>hurt</td>
</tr>
<tr>
<td>mournful</td>
</tr>
<tr>
<td>lonely</td>
</tr>
<tr>
<td>devastated</td>
</tr>
<tr>
<td>agony</td>
</tr>
</tbody>
</table>
**Connecting Feelings & Behaviours**

We are creatures of habit, meaning we respond in usual patterns of thinking, feeling, and behaving. As we mature and grow we realize our old patterns are not effective anymore, our needs are no longer being met. Adapting new patterns are necessary for us to be successful in attaining our goals.

The reactions that follow feelings can determine whether we will experience a positive or negative outcome.

Complete the following sentences with your first response.

When I feel hurt I usually ____________________________________________
When I feel happy I usually___________________________________________
When I feel bored I usually___________________________________________
When I feel proud I usually___________________________________________
When I feel hopeful I usually_________________________________________
When I feel stressed out I usually_______________________________________
When I feel content I usually___________________________________________
When I feel afraid I usually____________________________________________
When I feel angry I usually____________________________________________
When I feel loved I usually ____________________________________________

**Identify the body cues & triggers**

A body cue is a warning sign that your body reacts to physically.
A trigger (cause) is an action that sets off a course of action (feeling, thought, or behaviour). It is the thing that provoked your response.

Read the scenarios below and answer the following questions.

**Case scenarios**

1. During Lorenda’s presentation to the class, a classmate named Sherman laughed. She felt a hot sensation come over her face and she felt like crying.

What triggered Lorenda’s response?_______________________________
How do you think Lorenda was feeling?_____________________________
How did her body send her a warning sign?_________________________
Circle what action you think is the best response.
  a) Get defensive and call Sherman a jerk.
  b) Express how she feels to Sherman
  c) Cry, then go home early.

2. While Roy was asking the practitioner a question, Helen interrupted with a question of her own. Roy felt his muscles tighten and his heart started to beat faster.

What triggered Roy’s response? ______________________________
How do you think Roy was feeling? __________________________
How did his body send him a warning sign? ____________________

Circle what action do you think is the best response.
  a) Tell Helen how he feels when she interrupts.
  b) Give her a dirty look.
  c) Continue talking louder.

3. The teacher praised Joshua for the effort he put into his assignment. He immediately took notice and sat upright in his chair and a big smile came over his face.

What triggered Joshua’s response? ____________________________
How do you think Joshua was feeling? _________________________
How did his body send him a warning sign? ____________________

Circle what action you think is the best response.
  a) Put his head down and feels embarrassed.
  b) Say it was nothing.
  c) Thanked the teacher for noticing.

4. Russell experienced his mind going blank when he was writing his exam. He told himself he would fail if he didn’t do better. He began to feel restless; he started to sweat and began tapping his pencil.

What triggered Russell’s response? ____________________________
How do you think Russell was feeling? _________________________
How did his body send him a warning sign? ____________________

Circle what action you think is the best response.
  a) Give him credit for doing his best.
b) Call him names.
c) Quit school.

What are your body cues and triggers? Please complete this chart.

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Body Cues</th>
<th>Triggers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embarrassed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hopeful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excited</td>
<td></td>
<td></td>
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<tr>
<td>Angry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrilled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identifying what triggers your feelings, as well as recognizing the warning signs your body cues to, will provide you with the opportunity to consciously decide your action rather than allowing an automatic reaction to happen, which could interrupt your usual pattern of behaviour.

No one can make you feel a certain way. They may have been the trigger that set that feeling in motion, but it is your interpretation of the event that causes you to feel the way you do. Taking
responsibility for your feelings gives you the power to choose if that is how you really want to feel, think and behave.

Our feelings want to be noticed. They will keep surfacing if you try to ignore them. They want you to acknowledge them by giving them a name. They want you to validate them by feeling them. They want to guide you by questioning them. They want you to express them and then let them go.

The Story of Two Wolves

An older Cherokee man is teaching his grandson about life. "A fight is going on inside me," he says to the boy. "It is a terrible fight and it is between two wolves.

One is evil. He is anger, envy, sorrow, regret, greed, selfishness, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority and ego.

The other is good. He is love, joy, peace, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion and faith.

This same fight is going on inside you and inside every other person." The grandson thinks about it for a minute and then asks his grandfather, "Which wolf will win?"

The old Cherokee replies, "The one you feed." Author Unknown

Group Activity:  

On the surface the Story of Two Wolves is a very simple tale but it has a deep message. After your group has read the story you may want to offer them an opportunity to reflect on the meaning. Ask them, as individuals or with a partner, to think about the story and what it means to them. Ask them to paraphrase the message i.e. put the story into their own words, and discuss how it could influence their lives and those of the people they live and work with.
Time Management
This chapter is a straightforward look at how we can better manage our time and organize our environment to stay on track and on task. Before you begin to take your learners through the exercises in this chapter, you may find it helpful to take a moment to go over the following information. This is not meant to be a full overview of the subject, but it will help prepare you to assist your learners as they explore the ideas in this chapter. If you want more in-depth information there are many resources available through your library or on the internet. Beyond this background section the comments and suggestions inserted for the practitioner’s use are shown in brown, answers are in green.

The objectives of this **Time Management** chapter are:

- to investigate the concept of procrastination and the delaying tactics we use
- to develop time management strategies
- to discover how to create an Action Plan to get organized
- to explore scheduling as an effective time management tool
- to reinforce the idea that there is always time for what we want to do

**Note:**
Before you begin this training unit please take a moment to think about your learners. Depending on where you are, and the group you are working with, some of your learners may have been raised in an environment that did not put the same emphasis on time and time management as the mainstream culture and its institutions. Those who were raised on “Indian time” may find the ideas in this unit very hard to understand and use. They are going to have to depend on you, as their practitioner, to help them understand why time management is very important in the mainstream educational system and labour market. Without these skills it is going to be very difficult for them to find and maintain meaningful employment so this unit might actually be the most important one in this program to their overall success in mainstream society. Let them know that the more relaxed attitude they may have towards time has its place in their lives; time management is just one more skill to learn and add to their life.

**Delaying Tactics**

Unfortunately, the art of procrastination is alive and well in all of us. We may indulge ourselves by employing the occasional delaying tactic but for our future success we all need to be aware of how destructive and disruptive prolonged procrastination can be in our lives.


**Organization is the Key**

The pie chart that is suggested to help learners look at their environment and prioritize areas that need more organization is a classic way to look at time management in the mainstream and is perfectly valid for that.

For learners who are having difficulty with this concept you may want to suggest that they create two completely separate charts. One would be this classic model for the outside world but the second would be a way to look at their personal lives holistically. Ask your learners to look at the four quadrants of their lives - mind, body, spirit & heart - and do a graph of how much time they are currently spending on activities is each quadrant.

Those areas that have smaller amounts of time devoted to them are areas that a learner may want to put more time into in order to try to become a more balanced person. By doing this it clearly shows that there is one chart for their personal time and personal growth as a person within their culture and another for their professional growth within the mainstream culture.

To reinforce this idea you could draw, or have them draw, a picture of a figure standing with a foot on each of the charts. Two separate ways to look at time management - within the same person and for the benefit of that person.

**Time Wasters & Time Savers**

*Wasters:* Learners are invited to look at how they currently use their time and try to identify areas where they might be wasting time. The word ‘excessively’, a very subjective term, has been used several times. You may want to discuss this with your learners and try to define, within your group, what excessive means to them.

*Savers:* You may want to go through this list with your learners and remove things that do not apply to them. As an example, many may not have dishwashers or the ability to ‘tape television shows and fast forward commercials’. The options must be realistic for your learners for the exercise to be of any value to them.
Schedules
You may want to do some additional work on why schedules are used in our lives and how they can be useful, especially if this concept is very new to your learners.

Story of the Jar
This unit finishes with a short story that helps learners understand that in each of our lives we can always find pockets of time to do what we want to do. The key to successful time management is in knowing how to use those little time pockets for things that will benefit us—whether in the mainstream culture or the world within.

In the following pages you will move through the materials found in the Learner’s Workbook. In addition to answer keys you will find some suggestions for alternate ways to present the information in a more holistic way. You are encouraged to use your own creativity and knowledge of your learners to decide what will work best in your classroom. Activities will be marked to indicate the styles they address.

Employing Delaying Tactics

Note to Practitioners:
If you have not already done so, please read the note immediately below the objectives for this chapter; please do so now as it is directly related to this exercise.

As children we did what we had to do. We were told when to wake up; when to go to sleep; when to go to school; when to do homework; and even, when to go outside and play. No wonder we didn’t learn time management techniques. We were too busy spending all our time and energy learning new ways to stall (employing delaying tactics). In fact, we really hoped not to have to do it at all.
What tactics did you use to delay?

Getting up

Going to bed

Going to school

Doing your homework

Skits:  
Ask the learners to come up with short skits based on these four scenarios.

What lessons did you learn or what messages did you receive about...

Being on time

Saving time

Being late

Wasting time

Taking your time

What delaying tactics do you continue to use in adulthood?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Group Discussion:**
Arrange chairs in a circle and begin a group discussion about delaying tactics that we use in our daily lives as adults. This discussion crosses over into the next exercise so feel free to use the questions there in this discussion.

**Procrastination**

When we grow up and tend to use the same delaying tactics it is called procrastination. It means to put off or delay an action. Why do you think people procrastinate?

- Boredom
- Indecisive
- Too busy
- Don’t know how
- Lack of control over environment
- Lack of motivation
- Too much time

Add your reasons to the list:

____________________________________

Make a list of all responsibilities, tasks, or activities you are procrastinating or putting off doing right now.

____________________________________

How do you think you’ll feel when you complete the above list? Please share your thoughts in the space provided.

**Note to Practitioner:**
When learners are asked to record information that they may feel is private and potentially charged with emotion they should always be given the option of passing on any exercise or activity that requires them to share with the group.

**Managing your Time**

As we transition through life we may find that our usual ways for managing our time are unproductive and create barriers that prevent us achieving our goals. Time management is simply learning how to manage the time you have in a way that allows you to accomplish your goals and live the life you desire.
If you have never managed your time before, it will take a little bit of time to learn how to do it. But, just like anything else, the more you do it, the better you get.

What does time management mean to you?

**Group Discussion:**

Ask the group to openly discuss their attitudes towards time management and what they think it means both in a general sense and in how it does or doesn’t affect them. Obviously you want to be supportive of their honesty but at the same time it must be pointed out that mainstream society may view time quite differently and if they want to participate in its educational system or the labour market these are valuable skills they should learn.

**Optional Additional Element for Group Discussion:**

The idea of ‘Indian Time’ is a common one but it is also a stereotype that has a lot of different meanings. Information at [http://www.fncaringsociety.com/docs/InfoSheet1-IndianTime.pdf](http://www.fncaringsociety.com/docs/InfoSheet1-IndianTime.pdf) could form a good basis for extending group discussion to include some reflection on what ‘Indian Time’ means to your students, its roots in history and how it is understood in various Aboriginal cultures.

**Alternate Activity 1:**

Provide the group with paper, markers and whatever craft materials and magazines you have access to. Ask them to divide their paper into two parts (anyway they want to) and create a visual representation in one area of how they feel about time and time management and in the other area show how they think mainstream society sees those same subjects.

**Alternate Activity 2:**

After a group discussion as described above, ask the group to design a poster for a Time Management course for their program. Working with a partner, provide the learners with some flip chart paper and the materials to create the poster. Ask each group to present their poster, explain it and tell the group what it says to them about the importance of time management.
Organizing Your Environment

The key to time management is organization. Taking the time to organize your environment now will save you time later. Areas of your environment may include your family, goals, job, friendships, career, etc.

List the areas of your environment and think about which areas need to be put into order the most. Rank each area according to this need for organization. For example, if things are really disorganized at home, that might be at the top of your list.

Take your list, showing the areas of your life that you think need to be organized, and make a pie chart using the circle given.

The higher the importance to you, the larger ‘slice’ of the pie it should be given.

Note to Practitioners:
If you have not read the suggestions provided under the ‘Organization is the Key’ section at the beginning of this chapter, please do so now as the information and ideas there are directly associated with this exercise.

Organization Action Plan

Group Activity:
Break the students into groups. Assign each group an area of the class that needs to be organized. Ask the students to begin by examining the area and then develop a plan for how they will achieve their goal. Whether you actually have them do the organizing is up to you.
Choose an area of your environment that, if you organized, would save you time later. You may choose something of your own from your pie chart or use one of the suggestions below. Include a deadline as to showing when you will complete this assignment.

Date: ___________________________________________________

Closet  Tool box
Bathroom  Garage
Junk drawer  Basement
Kitchen cupboard  Computer

**Time Management Strategies**

Time management strategies are often connected with goal setting. These goals are usually written down and developed into a plan or a “to do” list.

Daily planners, calendars, schedules are other strategies used for managing time.

What strategies do you currently use to manage your time?

___________________________________  _______________________________________

___________________________________  _______________________________________

Complete the following “to do” list with current activities, projects or tasks that you need to complete. Put each task in the appropriate box.

As you complete each item, check it off the list. Be sure to set deadlines and priorities.

**To Do List**

<table>
<thead>
<tr>
<th>Must Do (necessity)</th>
<th>Will Do (determined)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need to Do (required)</th>
<th>Want to do (desire)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Time Wasters**

**Group Activity:**
Break students into two groups. One group develops a list of ways to waste time and the other group develops a list of ways to save time.

Determining how you spend your time now will help you see where you can save time later.

Read over the following list and check off all boxes that apply to you. Add your own to the list in the spaces provided.

**Note to Practitioners:**
You may want to discuss the word ‘excessively’ with your group. This is a very subjective term and before doing this exercise the group is going to need to discuss what it means to them, especially as it relates to this list. Does the meaning of excessively change depending on what you are discussing, for example, when you apply it to watching movies versus watching television?

<table>
<thead>
<tr>
<th>Watching television excessively</th>
<th>Being undecided</th>
<th>Not asking for help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procrastinating, stalling or delaying a task</td>
<td>Daydreaming</td>
<td>Taking too many breaks between tasks</td>
</tr>
<tr>
<td>Sleeping in</td>
<td>Walking around aimlessly</td>
<td>Leaving a chore too long that will result in twice the work later</td>
</tr>
<tr>
<td>Making excuses</td>
<td>Sitting around drinking coffee</td>
<td>Over thinking or analyzing</td>
</tr>
<tr>
<td>Just being lazy</td>
<td>Waiting until the last minute to do something</td>
<td>Not willing to give up</td>
</tr>
<tr>
<td>Clutter</td>
<td>Lateness</td>
<td>Worry</td>
</tr>
<tr>
<td>Not being prepared</td>
<td>Untidiness</td>
<td>Handling or moving an object from place to place</td>
</tr>
<tr>
<td>Playing computer/video games excessively</td>
<td>Talking on the telephone excessively</td>
<td>Being too specific</td>
</tr>
<tr>
<td>Disorganization</td>
<td>Excessive use on the internet</td>
<td>Taking the long way</td>
</tr>
<tr>
<td>Drinking alcohol</td>
<td>Making to do list and not completing them</td>
<td>Pondering</td>
</tr>
<tr>
<td>Watching movies excessively</td>
<td>Avoiding unpleasant chores/activities</td>
<td>Putting things off for the next day</td>
</tr>
<tr>
<td>Not sleeping enough</td>
<td>Visiting when more important activities need to be done</td>
<td>Playing cards or board games excessively</td>
</tr>
<tr>
<td>Putting things off</td>
<td>Reading excessively</td>
<td></td>
</tr>
</tbody>
</table>
Have you identified any time wasters that would free up some time if you minimized or eliminated them?

Are you willing to make a commitment to yourself, for yourself?

Once you have more spare time, what do you plan to do with it?

List your responses

Group Discussion: 
A discussion of time wasters they have identified would lead naturally into what they could do with more spare time. Creating peer support and acceptance of this concept is important.

Schedules

Note to Practitioner:
Despite having discussed time management from a variety of perspectives this is the first time that a very specific schedule has been introduced. The daily schedule provided is very linear with time marked out in one hour blocks. You may want to engage the group in a preliminary discussion to introduce the purpose of a schedule and its benefits to them. Once you feel they have grasped the concept, ask them to list the benefits of using a daily schedule and ask them how they would like to organize their time—perhaps morning, afternoon, evening rather than using one-hour blocks.
Use the following daily schedule for the next week to record any activities, commitments, or appointments.

For the Week of ____________________

<table>
<thead>
<tr>
<th>Day</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
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<tr>
<td>10-11</td>
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<td>11-12</td>
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<td>12-1</td>
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<td>1-2</td>
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<td>2-3</td>
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<td>3-4</td>
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<td>4-5</td>
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<td>5-6</td>
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<td>6-7</td>
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<td>7-8</td>
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<td>8-9</td>
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</tbody>
</table>

Use the following monthly calendar to record any important dates for the month.

For the month of ____________________

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</table>

Group Activity:  
While this calendar model is practical, it might appeal to your learners more if they could make their own calendar and personalize it. If time permits also have them fill in any dates they already know about and any duties or responsibilities they have—assignments due, household tasks, etc.
Time Savers

Read over the following list and check off all things that you currently do, or could do in the future, to save you time. Add any additional time savers to the list in the spaces provided.

- Make a list
- Organization
- Cell phones
- E-mail or faxing correspondence
- Driving automobile
- Washer & dryer
- Dishwasher
- Do what can be done today
- Asking others to help
- Prepare larger amounts of food and freeze
- Using the resources that are available
- Pay attention
- Ask questions
- Clear communication
- Delegate responsibilities
- Pay others for service
- Put objects in proper place
- Use time limits
- Tackle most important tasks first
- Prepare next day items the night before (lunches, clothing etc.)
- Take short cuts when possible
- Use answering machine to screen calls
- Do the important things when you’re most energetic
- Do a little each day
- Use schedulers, address books, calendars for appointments
- Combine jobs
- Tape television shows and fast forward commercials
- Use formulas
- Research information
- Alphabetize things
- Break large tasks into smaller chunks
- Maintain vehicle
- Just do it
- Think of the consequences
- Take time to do a good job the first time
- Put things in the appropriate place
- Clean out unused or unwanted items
- Schedule time
- Prioritize duties
- Be punctual
- Keep things neat
- Do things in order to maintain a flow
- Make a decision
- Use alarm clocks
- Have the right plan
- Buy products in bulk
- Write legibly
- Plan your route ahead of time
- Shower instead of bathe
- Go to bed earlier
- Take out food on occasion
- ____________________
- ____________________
- ____________________
Putting Time Savers to Work

You’re at home working on an assignment; your phone is constantly ringing, interrupting you and keeping you from finishing your work.

What can you do? Turn off the phone, turn on answering machine

You have five things on your ‘to do’ list. You aren’t sure which one to do first.

How will you prioritize your list? Most important to the least important

You need to be at work for 9:00 a.m. You leave home at 8:45 a.m. and a train at the crossing holds you back from arriving to work on time.

What will you do next time so you’re not late for work? Leave home earlier, Drive a different route

You are extremely busy this week going to school and working part time. You have a large task that needs to be completed in one week.

How will you manage to get it done? Do a little each day

You have a list of chores that need to be done on the weekend. Such as, cut the grass, do laundry, clean the house, grocery shop, and pay bills. The job you hate the most is cutting the grass.

When is the best time to cut the grass? Do it first so you can enjoy the rest of the day

Your friends ask you for your time but your schedule is already full.

What is the best honest response? I am sorry but I am not available

Time Management Tips

- Set goals daily
- Put tasks in order of importance
- Plan your time
- Allow time for potential problems
- Do what you dislike first to get it out of the way
- Break big projects into smaller chunks
- Do important things during your most productive time of the day
- Don’t take on more than you can actually do
- Ask others for help or delegate responsibilities
- Learn to say NO - and mean it!
- Don’t leave things until the last minute
- Do more than one job at a time when possible
Do you have any time management tips to share?

✓
✓
✓

Time Management Wisdom

One day an expert was speaking to a group of business students about time management. He pulled out a one-gallon, wide-mouthed mason jar and set it on a table in front of him. Then he produced about a dozen fist-sized rocks and carefully placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes."

Then he said, "Really?" He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the spaces between the big rocks.

Then he asked the group once more, "Is the jar full?" By this time the class was onto him. "Probably not," one of them answered.

"Good!" he replied. He reached under the table and brought out a bucket of sand. He started dumping the sand in and it went into all the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?"

"No!" the class shouted. Once again he said, "Good!" Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked up at the class and asked, "What is the point of this illustration?"

One student raised their hand and said, "The point is, no matter how full your schedule is, if you try really hard, you can always fit some more things into it!"

"No," the speaker replied, "that's not the point. The truth this illustration teaches us is, if you don't put the big rocks in first, you'll never get them in at all."

So what are the "big rocks" in your life? Spending time with your family? Your education? Your finances? A cause? Teaching or mentoring others? Put these in your jar first. You may need to evaluate your priorities if your largest rock is your job.
Note to Practitioners:
Since this is the end of the program the following optional activity is provided for those practitioners who want to wrap up the learning by going full circle back to the beginning of this program. Be prepared to leave adequate time for discussion if you decide to use this type of exercise.

Optional Final Activity:
Provide the group with paper, paint, markers and whatever craft materials and magazines you have access too. Ask them to refer back to the original cover artwork which the artist, Okima Kishik, said was, “A reflection of myself in the World”. Ask your students to create a cover for the book of their life and their journey of self-discovery as a way of reflecting on what they have learned in the program. By creating a visual representation of their unique journey they will have come full circle in the process of self-discovery. At the end of this exercise each person can be given the option of sharing their cover with the group. Those who do not choose to do so should be allowed that option.
APPENDIX
Glossary

Acceptance - to tolerate or submit to
Adversity - difficulty or misfortune
Attitude - a settled way of thinking or feeling
Barrier - an obstacle that prevents movement or progress
Body language - bodily movements by which feelings are communicated
Cause - a person or thing that makes something happen or exist or is responsible for something that happens
Change - to make or become different
Characteristics - a feature or quality that makes somebody or something recognizable
Commitment - dedication to a cause or policy
Consequence - something that follows as a result
Defensive - used or intended to defend or protect
Distortion - the describing or reporting of something in a way that is inaccurate or misleading
Effect - a change or changed state occurring as a direct result of action by somebody or something else
Empower - to give somebody a greater sense of confidence or self-esteem
Exploration - travel through an unfamiliar area in order to learn about it
Feedback - to give or receive compliments or constructive criticism
Feelings - a physical or emotional state or reaction
Forgiveness - to stop feeling angry or resentful towards someone for an offence or mistake
Fundamental - a basic and necessary component of something, especially an underlying rule or principle
Gesture - a movement of a part of the body to express an idea or meaning
Guilt - a troubling feeling of having done something wrong or failed in an obligation
Idiom - a phrase that is difficult to understand by the words used
Inevitable - certain to happen
Lingo - a form of language particular to a special group
Non-verbal - not using words to communicate
Obstacle - a thing that blocks one’s way or hinders progress
Optimist - somebody who tends to feel hopeful and positive about future outcomes
Pessimist - somebody who always expects the worst to happen

Principle - a rule or belief governing one’s personal behaviour

Priority - the state of having most importance or urgency

Process - a series of actions or steps towards achieving a particular end

Procrastinate - to delay or postpone action

Resentment - ill feeling caused by a sense of having been treated badly

Resistance - a struggle against someone or something

Sabotage - deliberately destroy or wreck something

Self-discipline - the ability to do what is necessary or sensible without needing to be urged by somebody else

Spirit - a person’s non-physical being

Transition - the process of changing from one state or condition to another

Triumph - a great victory or achievement

Validate - to confirm or establish the truthfulness or soundness of something
Resources related to Creation Stories

**Websites:**

*The Great Peace...The Gathering of Good Minds* - Haudenosaunee Creation Story
A review can be found at [http://www.tuscaroras.com/graydeer/pages/GREATLAW.HTM](http://www.tuscaroras.com/graydeer/pages/GREATLAW.HTM)

This website has seven versions of the Creation Story representing the **Iroquois** (Earth Diver), **Blackfoot** (Earth Diver), **Igluik** (World Parent), **Huron** (World Parent), **Cree** (World Parent), **Siouian** (Emergence), **Haida** (Conflict and Robbery), **Tsimshian** (Rebirth of a Corpse), **Mi'kmaq** (Two Creators and their Conflicts), **Algonquin** (Brother), **Dene** (Creation of Seasons)

Four Directions is an interactive website that contains materials on the Cree, Ojibwe, Mohawk and Blackfoot cultures. Use the following link to find a lesson plan around Mi’kmaq Creation story.

**Books:**

We encourage you to use local resources whenever possible. A local Elder would likely be your first choice but your local librarian would also be able to provide you with some options.

The following books are available from Goodminds and are provided only as a starting point.

*The Mishomis Book* - Ojibway
*The Great Animal Debate* - James Bay Cree
*Keepers of the Earth*
*The Manitous* by Basil Johnston
*Ojibway Heritage* by Basil Johnston
Learning begins with me

A self-reflective evaluation tool for students

BEFORE YOU BEGIN THIS PROGRAM

Please use an ✗ to mark on the line where you think your answer belongs.

AFTER YOU FINISH THE PROGRAM

Please use a ✔ to mark on the line where you think your answer belongs.

1) How would you rate your attendance at your LBS program?

2) Rate how confident you are in your skills.

3) How easy is it for you to apply things you learn in class to your real life?

4) How much responsibility do you take for your own work?

5) How easy is it for you to accept praise for your talents and work?

6) Rate your ability to articulate your personal goals.

7) How willing are you to ask for advice and help in goal-setting and planning?

8) How certain are you about your goals and what you want to do in your life?