

Cultural Standards

- 4.1.1: E-2– Describe traditional customs, practices...
- 4.1.2: F-2– describe the role of Elders in traditional...
- 4.1.2: G-2 - Identify values (e.g., the importance of sharing...community) in Aboriginal cultures
- 4.1.3: F-2 Describe characteristics of role model
- 4.2.2: A-2–Identify rules...in the school...
- 4.2.2: B-2– Give examples of decision making in daily life
- 4.2.2: C-2– Describe how people influence another
- 4.2.2: D-2– Demonstrate understanding that all members of communities have responsibilities and rights
- 4.2.2: E-2– Give examples of ways leadership is demonstrated by self and others
- 4.3.2: E-2– Describe the importance of working and playing cooperatively and respectfully with others
- 4.4.1: E-2– Identify basic social conventions appropriate to the classroom

Focused Instruction

Pre-K : Routine 7

- 7.1: I can take care of myself
- 7.2: I can keep myself healthy
- 7.3: I can control my body
- 7.4: I can use classroom materials
- 7.5: I can follow rules and directions
- 7.6: I can let others know how I am feeling

Walking the Good Path

Objective: Develop a sense of responsibility

Integration: Health, Art, Math, Science

Background Information

The Anishinabe believe humans were given two special gifts that animals and plants do not have. The first is the ability to dream. The second is the ability to create and invent things, and find ways to make our dreams come true. Then we were given a special gift from the creator. We were given values of the Good Path. **These values were already in your hearts** when you were

1. Honor the creator
2. Honor the elders
3. Honor the women
4. Honor elder brothers (animals and plants)
5. Be peaceful
6. Be courageous
7. Be kind to everyone
8. Be moderate
9. Keep promises

If you live in this way you are on the **Good Path**. The path is also described as the Red Road.



Lesson

1. Post the six skills on strips of paper.
2. Read each one and ask students how they do each task at home.
3. Prompt them with questions they can answer, if student does not respond.
Ex. When you come home from school, where do you put your backpack?
4. Show pictures of students behaving in appropriate and non-appropriate ways. Ask students to describe behaviors and how to correct non-appropriate behaviors.
5. Make a link to classroom behaviors using these skills.
Ex. When you come in the classroom where do you put your backpack?
6. Talk through how students and teachers will learn the 6 behaviors using the **7 Ways of Knowing:**
 1. Relating– to others
 2. Language– words used
 3. Behavior– actions
 4. Knowing– feelings
 5. Doing– body is..
 6. Responsibility– to...
 7. Thinking– Self– talk

Materials:

Red chart paper

Moccasin template

Sentence strips

Decorative items (stickers, glitter, small shapes from paper)

String/yarn

Glue sticks

Hole punch

Toy spiders

Rocks

The Very Busy Spider by Eric Carle

Vocabulary

Gichi-aya'aa - Elder

Minobimaadiziwin-
good Life

path /choice / directions
self

red

responsibility / health/
safety

knowing / feelings

behavior / actions, quiet
body/ line-up /clean up

thinking / choice

relating / calm / kind /
emotion / control / share



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Discussion Questions

1. When addressing behavior that is off the Good Path, avoid repeatedly stating the wrong action and speak with the student in a manner which requires them to think about the Good Path and how to stay on it. Ex. "Is that the way to treat a classmate with respect?" instead of "we don't hit our friends".
2. Ask students that are really good at specific tasks to be helpers to classmates that need guidance. This creates pathways of asking for help from classmates. Ex. "Ty, you may want to ask John how to organize your work on your desk. Your pencil is on the floor and your paper is turned over again."

Evaluation

1. Students can identify how they accomplish 1-3 of these skills at home.
2. Students can name one skill they do well.
3. Students can verbalize or show how they can help another classmate correct how they are relating to things or people.

Enrichment Activities

1. **Math**-Counting Chairs activity (Investigations , Unit 7 /1.4) Link the correct way to sit in their chair to the lesson. Divide the students into groups and have some sitting correctly and some not. Have them count each group.
 2. **Art**-Create a Good Path/ Red Road to chart behavior during the day. Students have a moccasin on the path when they are
 3. **Read** *The Very Busy Spider* by Eric Carle. Discuss the theme of spider staying on task even though his friends were trying to distract him. Link to being **courageous by** letting your classmates know you are concentrating and choosing to do your work. Link to **responsibility** to completing work so they will be smarter and their families proud. Have the students process the spiders thoughts, words and actions through lens of the 7 Ways of
- Knowing or the 7 Grandfather Teachings.
- Vocabulary:**
Iktomi- spider
Iktomi thawokaske-spider web
- Symbolizes:** A trickster that can be good or bad. Relate this back to choosing the ways that keep you on the Good Path. Give cultural info. about story.
- Write:** Trace spider web on black piece of paper with a white crayon
- Sensory Table:** Rocks and plastic spiders.