Week 8



Week 8 — Part A

KNOWING OUR STRENGTHS

Purpose: To provide an opportunity for students to express themselves through understanding their personal strengths and creating a supportive environment for positive behavioral change.

Lesson Objectives – Students should be able to:

- report on the physical activity they did to reach their fourth Pathways goal.
- identify at least four of their own personal strengths.

Lesson Outline				
Activities	Time (min.)		Teacher Materials	
 Goal Check #4 for Physical Activity Outside of School Time 	10	Activity Sheet 14 My Pathways Goals Goal #4 Stickers	Overhead Projector Visual Aid F Go for the Goals Chart	
2. Storytelling and Discussion	10		Cassette Player Theme Music Cassette Story Tape: Tazhii Story Visuals	
3. Shield of Personal Strengths – Part A	20	Paper Plate or Cardboard Circle Paper Feathers of Strengths – Part A Art Supplies: Glue, Scissors, Marking Pens, Ribbon, Felt, Beads, Sequins, Shells, etc.		

Activity 1 Goal Check – Go for Goal #4

- A. Prepare students for the lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Announce to students that they will be doing their goal check for physical activity.
 - 3. Turn off the Pathways Theme Music cassette.
- B. Instruct students to turn to Activity Sheet 14 Go for Goal #4 in their *My Pathways Journey Activity Book*. Explain that they are now going to check their goal to do a physical activity outside of school time.
 - 1. Use **Visual Aid F** and point to the **Goal Check** at the bottom of the sheet, then ask students to find that box on their activity sheet.
 - 2. Explain that if they did complete the physical activity that they wrote down in their Goal Box, they should now place a check mark in the "Yes! I Did It!" box on their activity sheet.
 - 3. Tell students to fill in the **Goal Check** with the physical activity that they did, check the Body Cues that they felt, and then sign their name to show that they did complete it.
 - 4. Monitor students as they fill in their Goal Check.

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- 5. Ask for a show of hands of those students who reached their goal to do a physical activity outside of school time. As time permits, call on several students to tell what physical activity they completed and what Body Cues that they felt while doing this activity.
- 6. Announce that you reached the goal that you set and fill in the **Goal Check** on **Visual Aid F**.
- C. Tell students to turn to the **My Pathways Goals** chart on the back cover of their activity book.
 - 1. Instruct students to write the physical activity they did on the line next to Goal #4.
 - 2. Distribute a **Goal #4 sticker** to each student who reached their goal and instruct them to paste it next to Goal #4 on the sheet.
- D. Tell those students who reached their goal that they will get to paste a second sticker on the **Go for the Goals** chart.
 - 1. Distribute one more **Goal #4 sticker** to each student who has reached their goal.
 - 2. Instruct students to write the name of the activity they did on the sticker and then paste their sticker in the Goal #4 section on the classroom chart.
 - 3. Congratulate all students who completed their goal. Encourage them to continue doing physical activities away from school.

Week 8 — Part A

- E. Encourage students who did not reach their goal to keep trying. When they do reach their goal, they should fill in the goal check at the bottom of their activity sheet. Then, they need to show it to you so that they can get their goal stickers.
 - 1. Explain that if they are having difficulty doing the physical activity which they chose, then they should decide on another physical activity.
 - 2. Suggest that they think of physical activities that they have done in **Pathways PE** which can be done at home or outside of school time.

Activity 2 Storytelling and Discussion

- A. Prepare students for this activity.
 - 1. Instruct students to form a circle on the floor around you.
 - 2. Remind students to bring back their return cards. If anyone has forgotten, they need to do this as soon as possible.
 - 3. Tell students that they will find out what was making the scary scratching noise outside of the cabin where Grandfather and Daryl and Amanda White Horse were sleeping. They will also hear a story about a special animal who learns about his personal strengths.
- B. Read aloud the following story, *Outside the Cabin*, to the class.

he wind howled outside the cabin as Amanda and Daryl looked at each other. Both tried to think of what could be making that scratching noise at their door.

Daryl's heart was pounding loudly. He took some deep breaths and then stood up to walk to the door.

Amanda said, "Daryl, wait! Let's wake up Grandfather." She called Grandfather but he just kept on snoring.

Daryl said, "Come on, Amanda. Let's open the door together."

They moved slowly and carefully closer to the door. Daryl motioned for Amanda to wait as he stood near the doorway. He put his hand on the doorknob and began to slowly open the door.

Amanda screamed, "AAHHHH!!!" She covered her eyes with her hands.

Now she heard Grandfather speaking. "Hello, my lost friend. You are up early this morning."

Amanda peeked from between her fingers. Suddenly, she saw what it wasa Turkey.

After giving some food to the visiting turkey, Grandfather said, "I remember a story about a turkey. I heard the story from an Apache. Both of us were in the service together."

Grandfather looked sad. He said, "I hope that I can find my friend. I heard that he is a cook at a Pathways school."

"Now," said Grandfather, "would you like to hear the Apache story about the turkey?"

"Wow, tell us the story!!!" said an excited and wide awake Daryl.

- C. Tell students that they are going to hear the Apache story, *Tazhii*¹, and will see Story Visuals while listening to the narration of this story.
 - 1. Tell students that this story teaches that everyone has talents and gifts that are very special.
 - 2. Explain to students that it is important for each of us to respect the differences of other people.
 - 3. Encourage the students to listen for the strengths of the turkey.

¹Tazhii (Ta-zhee) the word for turkey.

D. Play the Story Tape, *Tazhii*¹, and place the story visuals so that students may see them while listening to the narrator of this story.

Teacher Note:

A script of *Tazhii* and the Story Visuals are located in the manual at the end of this week.

- E. Discuss the story with students using the following questions.
 - What happened when Tazhii looked at his reflection in the water?

Answer: He became very sad because he could not fly or sing songs.

• Name some of the strengths of the Tazhii.

Answer: He was strong and fast on his feet. He had beautiful, long tailfeathers. He is the only animal in the forest who can make a fan with his tailfeathers. He warns all the animals with his call, "gobble, gobble."

• How did Tazhii feel about himself at the end of the story?

Answer: He was happy and thanked Gaage. Tazhii learned that he had strengths and was special among all the animals.

F. Instruct students to return to their desks.

¹Flesch-Kincaid Grade Level 4.66





Activity 3 Shield of Personal Strengths, Part A

Teacher Note:

Each group should use whatever is available as art supplies for this activity, including magic markers, felt, glue, scissors, ribbon, sequins, buttons, beads, and shells.

It is suggested that students display their shields in the classroom at the end of this week, and then take them home after the Pathways Celebration.

- A. Tell students that they are going to work in groups on an activity to share their personal strengths with others.
 - 1. Emphasize to students that it is important to recognize the good qualities of each other.
 - 2. Personal strengths are these good qualities which show the value of each person and the importance of everyone.
 - 3. Explain to students that they will be constructing a shield upon which they will hang at least four paper feathers to show their own personal strengths.
 - 4. Announce that after they finish their shields, they will be displayed in the classroom, and then they can take them home at the end of the program.

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- B. Distribute one cardboard circle or paper plate to each student to be their shield.
 - 1. Instruct students to put their name in the middle of their shield.
 - 2. Explain that they will make a design around their name <u>after</u> they have finished hanging their feathers on the shield.
 - 3. Tell them that they can put their feathers anywhere on the shield but not on the bottom as that space needs to be saved for the next lesson.



C. Give each student a set of the **Part A Feathers** containing written statements which reflect personal strengths.

Set of Written Statements on Part A Feathers:

- I am a kind person I am happy I am smart I am a good friend I like my smile I like to play sports I like my eyes
- I am fun to be with I am polite I am physically strong I take good care of my body I eat healthy foods I like my hair I help others

I am a good listener I like to laugh I am truthful I am full of energy I am a fast runner I like to sing

- 1. Read aloud some of the statements on the feathers that show a personal strength.
- 2. Tell students to choose **three** feathers that best describe themselves and cut them out of the set of feathers.
- 3. Have students glue their feathers inside their shield. Remind students not to use the space on the bottom of the shield.
- 4. Monitor students to be certain that they understand this part of the activity.
- D. Point out a blank feather which they will use to write one positive statement about themselves.
 - 1. Ask students to think about something they like about themselves.
 - 2. Encourage them to think about their personal strengths by answering questions about themselves, such as:

Think about or write down something you like about yourself.

Think about or write down something you do well.



KNOWING OUR STRENGTHS

Purpose: To support students in identifying their special strengths and identifying the strengths of others.

Lesson Objectives – Students should be able to:

- identify strengths of their peers for their Pathways Shield.
- describe the Pathways Family Action Pack: Week Eight.

Lesson Outline					
Activities	Time (min.)		Teacher Materials		
1. Storytelling and Discussion	10		Cassette Player Theme Music Cassette Story Tape: Tazhii and Gaage Overhead Projector Story Visuals		
2. Shield of Personal Strengths, Part B	20	Shield from Part A Paper Feathers of Strengths – Part B Art Supplies: Glue, Scissors, Marking Pens, etc.			
3. Family Pack	5	Family Pack Stickers Star Chart Family Action Pack: Week Eight	Return Box		
4. Summary of the Week	5				

Activity 1 Storytelling and Discussion



- A. Prepare students for this lesson.
 - 1. Turn on the Pathways Theme Music cassette.
 - 2. Instruct students to form a circle on the floor around you.
 - 3. Explain to students that Amanda and Daryl are now visiting the Apache tribe.
 - 4. Listen for what Grandfather says about being helpful to others.
 - 5. Turn off the Pathways Theme Music cassette.
- B. Read aloud the following story, Helping Each Other, to the class.



He said, "George sure helped me during hard times. He was a true friend and I shall always remember him for his kind support. He had strengths to do things that I couldn't do."

Grandfather said, "I learned from George that the Apache have strong clans. From

the time a person is born, everyone learns to help each other."

While his Grandfather talked, Daryl thought about his friends at his school and how they helped each other.

Amanda was thinking, too, about how important it is for people to help each other. She remembered that her parents talked about the importance of sharing.



Grandfather said, "There's a story about the turkey that talks about knowing your strengths. It is important to respect the

differences among people." With this, Grandfather began his story.

C. Explain to students that they will listen to another Apache story, Tazhii and Gaage.

1. Tell students to listen for how Tazhii¹ (*Ta-zhee*) learned about the unique strengths of others.

- 2. Emphasize to students that in this story Gaage² (*Ga-geh*) will tell Tazhii about his strengths just as they will also do when they complete their shields.
- D. Play the story tape, *Tazhii and Gaage*,³ and place the Story Visuals so that students may see them while listening to the narration of this story.

Teacher Note:

A script of *Tazhii and Gaage* and the Story Visuals are located in the manual at the end of this week.

- E. Briefly discuss this Apache story with students using the following questions:
 - What did Gaage tell Tazhii about the animals in the forest?

³ Flesch-Kincaid Grade Level 5.45

Answer: He said that each one has a special gift given by the creator so that they can survive on this earth.

¹ Tazhii (Ta-zhee) – the Apache word for a turkey.

² Gaagé (Ga-geh) – the Apache word for a crow.

Week 8 — Part B

• Did Gaage tell Tazhii which animal was the best?

Answer: No one animal is best.

- How did Tazhii feel about himself?
 - Answer: He realized his strengths and became proud. He realized that it is important to take good care of himself so that he can be the best Tazhii that he can be.



Teacher Note:

Students will use the shields they made in Part A for this activity.

- A. Explain to students that during today's class, they are going to choose feathers containing positive statements to give to other members of their group.
 - 1. Encourage students to think about positive statements that describe each member of their Pathways group.
 - 2. Stress to students that these feathers will recognize the good qualities of each person in their group.
 - 3. Explain that each student will choose a feather that describes each member of their group, and then give the feather to that person.



B. Give each student a set of the **Part B Feathers** containing written statements which reflect positive statements.

Set of Written Statements on Part B Feathers:				
You make me laugh.	You are fun to be with.			
You are polite.	You are kind.			
You listen to me.	You have a nice smile.			
You are a hard worker.	You are a good friend.			
You always share.	You help me a lot.			
You say nice things to me.	You care about people.			
You are fun to be with.	You are creative.			

- 1. Read aloud some of the statements on the paper feathers that say something positive about another person.
- 2. Tell students to **select one paper feather for each member of the group**, cut them out, and give one to each student in the group.
- 3. As students receive their feathers from the other members of their group, they should glue them on the bottom part of their shield.
- C. Stress the importance of giving positive statements to each other.
 - 1. Congratulate students on the successful completion of their shields.
 - 2. Have students look at their shields to be reminded of the strengths that others see in them.





- 3. Encourage students to value themselves through the positive statements made by others about them.
- 4. Display the shields in the classroom, and tell students that they can take them home at the end of the program.



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Activity 3 Family Pack

- A. Ask students how their family members liked the Family Pack that they took home last week.
 - 1. Emphasize again to students that it is important for them and their family members to eat healthful foods and to get plenty of physical activity.
 - 2. Remind them that sharing the Family Packs with their family can help them identify Everyday Foods and physical activities that they can enjoy together.
- B. Ask if anyone has a return card for the Return Box. Tell students that if they have forgotten, they should bring the card back as soon as possible.
 - 1. Reward students who have return cards with a sticker to paste on the **Star Chart** in their *My Pathways Journey Activity Book*.
 - 2. Remind students to place their return cards in the Return Box in the classroom.
 - 3. Remind students that they will receive a Special Reward at the end of the Pathways program if they complete and bring back three or more return cards.

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- C. Distribute the **Pathways Family Action Pack: Week Eight** to each student and tell them to write their name on the front of the envelope.
- D. Explain that the items in the envelope include:
 - Apache story, Tazhii, and the story, Tazhii and Gaage.
 - Our Family Strengths activity page in which your family can share their strengths. This is a great way for your family to discuss and be proud of their strengths.
 - Ways to Praise Your Child poster.
 - Return Card: Week 8 for you and a family member to sign when you finish the action pack.



- A. Emphasize to students the importance of their shield as a way of valuing themselves and each other.
 - 1. Stress that they should practice making positive statements about themselves, their family, and their classmates.
 - 2. Tell students that their Great-Great-Grandparents made positive statements to young people so that they would grow well.



- 3. Encourage them to remember the strengths of themselves, their families, and their classmates, and remind them to:
 - use your shield to value yourself and to remind you that you are important and special.
- B. Read **Cliffhanger for Week 8** to the class.

aryl and Amanda liked the Apache stories. They thought about all the nice people they had met on their Pathways Journey.

Amanda said, "Daryl, people are good. We have made a lot of new friends on our travels. Let's remember that it is important to see the good things about other people."

Grandfather smiled. He said, "Remember to shake hands with each person that you meet and always thank them for their kindness. Always treat everyone in a respectful way."

The evening, Grandfather made a campsite near a small creek. After helping unload the supplies, Daryl told Amanda that he was going to climb to the top of the hill. Amanda said, "Okay. Be sure to come back before dark. "Sure," replied Daryl as he climbed through a nearby fence.

Grandfather built a fire and started cooking their supper. Amanda busied herself with cleaning and refilling their water bottles.

In the distance, Amanda heard Daryl's anxious voice. He was calling, "Amanda, come here. Hurry. Look at what I found."

Amanda could not see where Daryl had gone because it had gotten very dark.

Again, Daryl hollered, "Amanda, it's important. Come here!"

Amanda heard Daryl's plea. She wondered what Daryl had found.

Reminders:

- ✓ Complete the **Evaluation Form** for this lesson.
- ✓ Check with Food Service on the food/supplies for the snack preparation and the Family Snack Pack activities in Week 9, Part B.



Tazhii

Written by Bonnie Lewis, member of the White Mountain Apache Tribe (Adapted by David Nelson and Lauve Metcalfe)

Illustrated by Daryl Dazen, member of the White Mountain Apache Tribe

he White Mountain Apaches tell stories in the wintertime. I am going to tell you about Tazhii *(tazhee)* the Turkey. Let's all go back to the time when Tazhii lived in a large wickiup *(wick-ee-up)*. This is a house made from wooden poles and covered with bear grass and yucca leaves.

Tazhii was a noble bird with excellent eyesight and quick feet. His tail had dark earth-tone feathers. Many animals lived around Tazhii. All these animals loved to see Tazhii prance when he walked. They especially liked to watch him make a fan with his beautiful tail.

One day, Tazhii walked down to the river to get a drink of water. Tazhii leaned close to the water and saw his face in the water. Just then, some Dlo' (glo-oh) (birds) flew overhead.

Tazhii said, "Look at those Dlo' soaring in the wind. I sure wish that I could fly like that." Sadly, he looked again at his face in the water. Tazhii knew that he would never fly like the Dlo'. High above in the cottonwood trees, several Bizaadlani *(Bee-zaad-lon-ee)* (mockingbirds) were chirping loudly. They were singing lovely melodies back and forth to each other. They knew that Tazhii wished to fly and they hoped to cheer him up with their singing.

Instead, Tazhii got sadder. He gave a big sigh, "I wish that I had a beautiful voice and could sing songs like the Bizaadlani. Whenever I open my mouth to sing, all that comes out is 'gobble, gobble' and no more. He closed his eyes and thought, "I have such a terrible voice." Then, he hung his head and became sadder.

The Bizaadlani heard Tazhii talking to himself. A young Bizaadlani said, "I think I'll go visit Tazhii and find out why he is so sad."

The Bizaadlani flew down to Tazhii and asked, "Tazhii, why are you so sad?"

Tazhii answered, "I just don't feel special. I wish that I could fly in the open sky and that I could sing beautiful songs like you do. But, I can't fly and when I open my mouth to sing, it just makes a 'gobble, gobble' sound." He hung his head again.

Tazhii (page 2)

Bizaalani listened very carefully to Tazhii. Then, he flew back to report what Tazhii had said. Together, the Bizaalani thought and thought. Finally, they decided to ask Gaage *(Ga-geh)* (crow) to help Tazhii.

Gaage spoke to Tazhii. "Tazhii, shila'aash *(she-la-ash)* (my dear friend!). Take a look at yourself. Look at the beautiful creature that you are!"

Tazhii looked at Gaage and shook his head. He was so sad.

Gaage kept on talking, "You are big, strong, and fast. Oh! I should not forget, you have beautiful, long tailfeathers." He said, "No one can make a fan out of their tail like you."

Tazhii started to really listen to Gaage. Now, he lifted his head and began to nod and think of what Gaage was saying.

Looking at Tazhii, Gaage became serious. He said, "Your feathers are honored and valued among the Apache people."

This made Tazhii feel good about himself. He loved his people and he was pleased that they liked his feathers. Gaage continued, "Inside our forest, all of the animals listen for your voice. Your 'gobble, gobble' is our warning signal for danger." He breathed deeply and said, "You are a very important part of the forest. Tazhii, honor your strengths!"

After Gaage finished speaking, Tazhii slowly walked over to the river. He looked silently at his reflection in the water.

Then, he lifted his head as high as he could. He said, "I am important. Yes, I am special. I have different strengths from the other animals!" Tazhii smiled a great big smile and felt good.

He looked at Gaage and said, "Ahi'yi'ee *(ah-hee-yeeyeh)* (Thank you, my friend), for your kindness." Then, he took a deep breath and pranced as he walked back to his wickiup.

Tazhii was happy and said, "Gaage helped me to understand how truly special I really am. Now, I know my strengths."

Tazhii and Gaage

By Lauve Metcalfe with Linda DeClay, member of the White Mountain Apache Tribe Illustrated by Daryl Dazen, member of the White Mountain Apache Tribe

ne day, Tazhii *(Ta-zhee)* (Turkey) walked along the river. He looked at all of the different animals that surrounded him. They were big, little, short, tall, fat, skinny, furry, noisy, and so on.

"Kyay!! *(Kay-yea)* MY! MY!," said Tazhii. "I never realized that each animal is so different. Look at them! Not one is the same as the other. Each one has their own size, shape, and color!"

Tazhii thought, "Now, I wonder which animal is better? Could it be the bear, the fish, the bird, or the turtle? Who really is the best?"

Gaage *(Ga-geh)* (crow) flew over Tazhii and perched on the limb above him.

"Tazhii, what are you thinking about?," asked Gaage.

"Oh, I was thinking about the animals that live by the river," replied Tazhii. "There are so many different animals that I am wondering who is the best animal?"

Gaage said, "Tazhii, it is good to think and wonder about all of your relatives. Each one was given a special purpose. This gift helps them to live on this earth."

He continued, "Each one is special. The fish who swims through the water, the bird who

soars in the sky, the animal who roams the mountain. All have a purpose and a gift." Tazhii listened while Gaage spoke. Now Tazhii looked at Gaage. He quietly asked, "But, Shila'aash *(She-la-ash)*, my friend, which animal is the best?"

Gaage, who was wise, replied, "Tazhii, each of your relatives is the best. They take good care of their bodies. They eat healthy foods. They are physically active. They are positive in their thoughts and deeds towards others. Most of all, they take care of one another."

Tazhii thought. Then, he said, "Gaage, I never realized how special I am to be here!"

Tazhii was beginning to feel very proud. He said, "I think I will take very good care of myself so that I can be the best Tazhii that I can be!"

Gaage answered, "Tazhii, you are very wise. Take care of what the Creator gave you."

He said, "Remember, you have a special reason for being a part of this world. Your feathers are like the shining black in the rain cloud. When you walk in the sunlight, the flash of lightening and the gleam of the rainbow can be seen in your plumes. Most important of all, on your forehead is the mark of the blue bean that nourishes mankind. Tazhii, honor who you are. Honor your relatives and life will be good."







Tazhii Visual 1





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