

# ***Alaska Native Transition Skills***

## **Growing Work Skills through Connection to Indigenous Values**

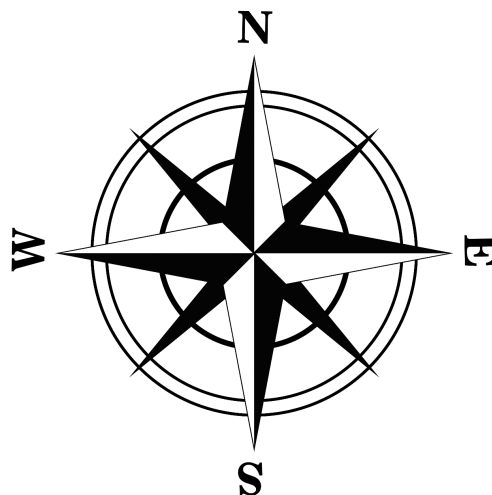
Rain Van Den Berg and Frances Gage  
UAA Center for Human Development  
2025

Developed for use statewide in Alaska as a demonstration of how Alaska Native skills and knowledge can be supported and integrated into transition planning for Alaska Native youth with IEPs. These materials were created through the Developmental Disabilities Act partnership of the Governor's Council on Disabilities & Special Education and the UAA Center for Human Development, with funding from the Alaska Department of Education & Early Development. Continuing funding for this curriculum is through the *Pathways to Partnerships* grant which aims to increase the number of Alaska youth and other individuals with disabilities who are competitively employed through innovative and collaborative programs involving key agencies and organizations.

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Rain Van Den Berg would like to acknowledge that this curriculum was written on the unceded territories of the Sheetk'á Kwáan on Lingít Aaní, also known as Sitka, Alaska. She acknowledges that Lingít (Tlingit) peoples have been stewards of the land on which she works and resides since time immemorial, and she is grateful for that stewardship and incredible care.

Frances Gage would like to say *Taikuu* (thank you) to the Iñupiaq peoples for their continued stewardship of the lands and waters around Kotzebue where she makes her home, and to all Alaska Native people across the state that have lived in balance and respect in their Indigenous homelands since time immemorial.



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## About the Authors

**Rain Van Den Berg** is an education and training consultant with a background in education, health education, project management, and facilitation. She has a BA in Secondary Education, and a Master's of Public Health in Community Health Education. In addition to the Indigenous Transition Skills project, she has developed other transition guides for Alaskan students for the Division of Vocational Rehabilitation. She also supports non-profit organizations focused on supporting children who experience disabilities and promoting health in refugee and immigrant communities. She lives in Sitka, Alaska.

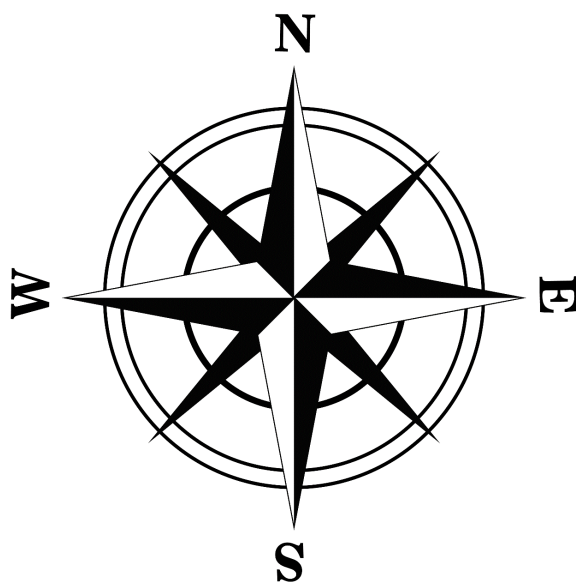
**Frances Gage** is the Special Education Coordinator for the Northwest Arctic Borough School District. Frances co-authored the Kotzebue Indigenous Transition Skills curriculum units Self-Employment and Financial Literacy and Iñupiaq Sewing (2020). She holds a degree in Special Education K–12 and Elementary Education K–8, as well as a Master's Degree in Rural Development. She has taught and worked for the Northwest Arctic Borough School District for 17 years.

Frances has lived in Kotzebue, AK, for 20 years and is a mixed-race Koyukon Athabaskan and Caucasian person from the Yukon River village of Galena, AK. She is the daughter of Gordon and Ruby Cruger (Galena, AK) and the granddaughter of Charlie and Mary Carlo (Ruby, AK). She has raised her daughters, Larissa and Rhone, and two dogs, Oly and Olive, in Kotzebue with her husband, Robin. She and her family have practiced many subsistence and traditional activities that include picking berries, hunting, beading, sewing, and camping.

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## Introduction

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The values passed down from the Ancestors offer powerful guidance for how to live a good life and be a real human being. These Indigenous values reflect qualities such as respect, responsibility, and care for others—qualities that young people can draw on as they build the skills they need to take care of themselves, support their families, and contribute to their communities. These values are more than words; they are lived teachings that help guide youth through important transitions in life.



Across Alaska, many schools display posters showing the Indigenous values of the region. While seeing these values daily is meaningful, it is through teaching, practicing, and living them that they become truly useful. When values are woven into everyday learning and decision-making, they become part of who we are.

This unit offers regionally specific resources, engaging activities, and learning stories to help students connect with their values in hands-on ways. It is designed to support the development of important life and transition skills while honoring the wisdom of the past and building confidence for the future.

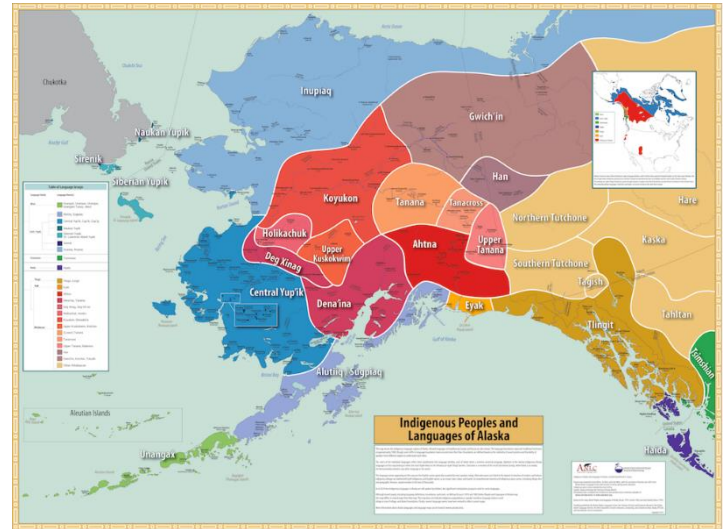
**The purpose of this transition skills project** is to improve the quality of life, connection to local community, and increase work related skills for teens and young adults with disabilities who live in rural Alaska. It is meant to provide guidance in how traditional values and knowledge can be incorporated into Individual Education Plans (IEPs) for youth who experience disabilities as part of their required transition goals. The skills are meant to create options for youth with disabilities to engage in their communities and culture as they transition to adults. Though each chapter of this project ties to the cultural values and topics of a specific region of Alaska, the skills can be used and adapted more broadly. The project includes two curriculum units for each of the five regions of Alaska. Cultural stakeholders were involved in the selection of topics for each region. All content has been reviewed by culture bearers, and any cultural information shared is included with permission. **For examples of transition plan goals and how to include these skills in an IEP transition plan, read the guidance for use section of the [2019 units](#) and the [Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans](#) (2024, Rain Van Den Berg and Frances Gage).** To access downloads of all units, visit <https://sesa.org/resources/educational/alaska-traditional-transition-skills/>.

**Alaska Cultural Standards:** Each lesson is tied to the Alaskan Cultural Standards developed by the Alaska Department of Education and Early Development. A summary document of these standards is included in the appendix.

### Traditional Lands of the Alaska Native peoples.

You can better understand the traditional Native lands of Alaska through study of the Alaska Native Languages map. Here you can see the traditional lands of the different Tribes of Alaska and their heritage languages. This map is a good way to understand the inherent diversity of people, cultures, languages, and traditions within the Indigenous peoples of Alaska. Visit this interactive version of the map online:

<http://www.alaskool.org/language/languagemap/index.html>



**Social Skill Development:** There are many opportunities through the learning stories and compass activity to intentionally practice social skills that will support developing skills of empathy, reciprocity, independence, and confidence. Practice how to speak respectfully to an Elder or culture bearer who comes as a guest, and practice helping each other during the activities. These are core skills to being part of a community, and will serve the student well in their adult years.

[These skills relate to the Alaska Content Standards: Skills for a Healthy Life.](#)

**Goal Setting:** Goal setting, following steps, and problem solving are key skills for young adults as they navigate transition. The steps of setting a goal, knowing the actions you will take to achieve it, and reflection on reaching the target are key to effective goal setting. Knowing how to set achievable goals is an important way to build self-efficacy, confidence, and independence. The structure of the lessons reinforces goal setting skills by being transparent to the students about the learning objectives and how the learning objectives will be met. Every lesson also contains a brief reflection on what they learned in the lesson, and if the learning objectives were met. The lessons always start by asking what the students already know so that the content can be tailored to build on the individual experience level of the students.

**Learning Stories:** Indigenous ways of teaching and learning depend on stories passed down from the Elders to the next generations. Bringing in culture bearers, Elders, and other kinds of experts can bring the content to life and make it more memorable. Having the students share stories can be important for connecting content to their personal experiences. You can find excellent guidance for how to invite an Elder or culture bearer in the classroom in the introduction to the *Predicting Weather* curriculum on page 3 (accessed 8/5/2025):

<http://www.ankn.uaf.edu/curriculum/units/PredictingWeather/PredictingWeather.pdf>

## Connecting Values to Needed Work and Community Skills

Alaska Native students, whether in rural or urban areas, are constantly navigating between two worlds—their home culture and the expectations of Western systems like school and the workplace. This daily balancing act involves managing the differences between family and community values and the messages they encounter through school and media.

While the effects of historical trauma are still present, Alaska Native communities also carry deep-rooted strength, wisdom, and resilience shaped by thousands of years of life connected to the Land and one another. Core values—such as cooperation, observation, patience, adaptability, and responsibility—support not only subsistence and community life, but also are needed work place skills.



Educators have a powerful role in helping students recognize and apply the strengths of their culture in Western environments. By connecting Indigenous values to academic learning and transition planning, we support students in building confidence, agency, and a sense of belonging. When transition goals—such as those in an IEP—reflect Indigenous values and ways of life, students develop skills that are directly relevant to their communities. **Tying transition concepts and teaching methods to Alaska Native ways whenever possible ensures that learning is both respectful and relevant.**

Indigenous	Western
Focused on how to be a real human being	Focused on how to succeed
Don't stand out	Assertive
Group concerns first	Individualistic
Slow, earth-based pace	Fast, machine-based pace
Visual/oral	Written
Cooperative	Competitive
Relationships	Productivity/efficiency
Listen and observe	Ask questions
Pause/reflect	Quick response
Process-oriented	Goal-oriented
Indigenous economies depend on small-scale hunting, fishing, and harvesting in interdependent relationship with other people and the Land.	Western economies depend on the mass production of goods and information.

Source: [Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education by Ilarion \(Larry\) Merculieff and Libby Roderick, University of Alaska Anchorage 2013, page 34](#)). Used with permission from the authors for the Indigenous transition skills curriculum.

Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values, 2025, Van Den Berg / Gage UAA Center for Human Development

## **Needed Skills to Build in Students**

Educators in rural Alaska shared several important skill areas that align with Alaska Native values and are critical for all students—especially those from rural communities who may need more intentional support to develop them. *Thanks to Carla Kangas and Chohla Moll for contributing to this section.*

### **Technology Use and Self-Regulation**

- Students need support learning appropriate use of technology and managing their time and attention without constant input from devices. Skills such as using phones respectfully in work settings and staying engaged in in-person activities are essential for both community life, subsistence activities, and work.

### **Planning, Process, and Follow-Through**

- Students benefit from learning how to plan effectively—whether it’s preparing for subsistence activities, making jam, or meeting a deadline. This means knowing how each step must be done in the right order and at the right time to stay on track.
- Understanding and following a process is key to success. Skipping steps often leads to failure, so breaking goals into manageable parts is an important skill.
- Missing steps, such as being absent during key parts of a task or lesson, can lead to falling behind and feeling discouraged.

### **Social-Emotional Skills and Attitude**

- It's okay to have difficult emotions, but students need tools to manage frustration and express feelings respectfully.
- Learning how to get attention in positive ways, repair relationships, apologize, and communicate openly are essential for building trust and respect.
- Students need to understand the social consequences of their behavior—how actions can build or damage their reputation and relationships.
- Respecting Elders, being on time, and showing accountability are values tied to both cultural expectations and workplace readiness.
- Asking for help, following directions, and expressing needs or concerns (like fatigue or confusion) are key communication skills.



## **Professionalism and Presentation**

- Hygiene, personal appearance, and body language all communicate respect for self and others. While access to hygiene resources may vary, students should understand the expectations in professional settings.
- Understanding dress codes and the role of appearance in different environments helps students prepare for job interviews, workplaces, and community event.
- Professional communication: Teach the difference between texting a friend and writing or speaking to an Elder or within a work setting. Clear, respectful communication matters.
- Work is different from school: In a job, there can be bigger consequences—like losing the job—so it’s important to be reliable and take responsibility. School is where you can practice the skills you will need in your community and work.

## **Additional Skills to Build with Students:**

- Staying Focused and Doing Quality Work: Help students learn to stick with a task, do their best, and double-check their work.
- Being Resourceful and Making Connections: Show students how to notice who and what can help them, and how to use those connections to figure things out or find support.

The following activities will help you develop these skills while integrating connection to local Alaska Native values.

***The values we carry guide our decisions, help us build strong communities, and lead meaningful lives. Living your values—whether in school, at work, or on the Land—is a powerful way to honor who you are and where you come from.***

***These values aren’t just traditions—they’re skills for work, subsistence, and being a respected community member.***

***They also give us strength and resilience when life gets tough.***



## Reflection Activity: Exploring Your Values

### Purpose:

Before guiding students to reflect on their cultural values, take time to reflect on your own values. Understanding where your values come from and how they guide your decisions can help you build stronger, more respectful connections with your students and their cultural frameworks. Take 10–15 minutes to reflect and jot down responses to the following prompts.

### Part 1: Personal value mapping

- **What are 3 values that are important in my life?**  
*(Examples: honesty, independence, hard work, kindness, faith, education, etc.)*
- **Where did these values come from?**  
*Think about your family, culture, religion, community, or life experiences.*
- **How do these values show up in my teaching or decision-making?**  
*Consider an example of a time when one of your values helped guide a difficult decision.*

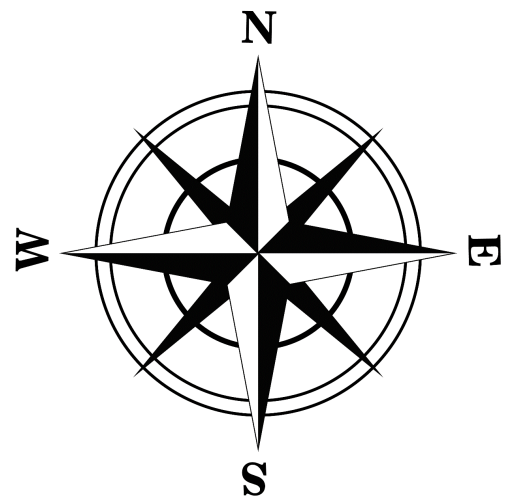
### Part 2: Connecting across cultures

- **Have I ever been in a situation where someone else had different values than me?**  
*What helped you understand or respect their perspective?*
- **What might be different about how my students learn and live out their values?**  
*What can you do to make space for their values in your classroom?*

### Part 3: Putting it into practice

*Reflect on how understanding your own values can help you support students in exploring theirs.*

- **How can I approach this work with humility and curiosity rather than as an “expert?”**



## Learning Stories to Reinforce Key Transition Skills

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The following learning stories can be used with students to discuss skills that are important in community settings, subsistence activities, at school, and at work.

These can be used 1:1, in pairs, small groups, or whole class discussions.

Consider relating the student's values compass to the stories, to draw additional connections to local and personal values.

These stories relate to key transition “soft skills” that are valued in Western workplaces. Educators in rural Alaska have noted that, due to unique local contexts and opportunities, their students may need more support and practice to develop these skills:

- Communication
- Enthusiasm and Attitude
- Teamwork
- Networking
- Problem solving and critical thinking (Facing challenges with creativity and resilience)
- Professionalism (Dress, attitude, and hygiene)

Additionally, appropriate device and technology use is a challenge that is woven into several of the stories, and can be a helpful thread for teachers to call out.



## Communication

### Marie Helps Her Grandmother

*This story focuses on how different settings and relationships need different types and styles of communication. It also shows how values can help you choose something important over your preferred choice.*

Marie was sitting on the steps outside her house, laughing with her friends. They were telling funny stories and planning what game to play next. Marie had her ear buds in with the sound turned off as she talked with her friends. They all texted and looked at their phones as they laughed and visited. Just then, Marie's phone buzzed. It was a text from her mom: *Ahna's home go help her with groceries.*

Marie felt a little torn. She was having fun and didn't want to leave. But she remembered what her Elders had taught her: Respect your Elders. Be helpful. Take care of your family.

She looked at her friends and said, "Hey, I gotta go help my Ahna with groceries." Her voice was easygoing, just like always with her friends.

When Marie walked into her grandma's house, she took her ear buds out of her ears and put her phone away in her pocket, so her grandma would know she was giving her full attention. She changed how she spoke. She stood up straight and said gently, "Hi Ahna, where do you want the bags?"

Her grandmother smiled and nodded her head toward the kitchen.

As they put the groceries away together, Marie listened carefully, helped without being asked, and stayed patient—even when things moved a little slower. She kept her phone in her pocket even when she heard a text come in from a friend. She knew showing respect meant using kind words, a quiet voice, and being fully present.

Later, Marie felt proud. She had made the right choice, and her grandmother was happy. She knew her values helped her do what was right, even when it was hard to leave her friends.

### Questions for discussion:

- 1) Why do you think Marie chose to leave her friends to help her grandmother? What values guided her choice?
- 2) How did Marie change the way she talked when speaking with her friends, her mom, and her grandmother? Why is that important?
- 3) Can you think of a time when you had to stop doing something fun to help someone? How did it feel, and what did you learn from it?
- 4) Why did Marie take out her ear buds and put away her phone when she was with her grandma?

## Josh Sends the Right Message

*This story shows a student changing their writing style depending on the situation. The student is also navigating prioritizing a family need over friends and work, while still showing care for his relationships with friends and his responsibilities at work.*

Josh had just finished cleaning up after dinner when his mom came into the room. “We need to leave early tomorrow morning,” she said. “Uncle Ray is sick, and we’re going to help take care of him.”

Josh nodded. He knew family came first. Helping a sick relative was important. Still, he felt a little disappointed. He had made plans to go biking with his friends—and he was supposed to work at the store on Saturday.

Josh took out his phone. First, he texted his friends:

*Yo mb guys, my family got me doing some stuff early tomorrow for my uncle. I’ll hit u guys later.*

His message was quick and casual, like he always talked with his friends.

Then Josh opened a new message to his boss at the store. This time, he thought more carefully about his words. He wrote:

*Hi Ms. Adams, I’m sorry, but I won’t be able to come to work tomorrow. My family needs to leave town to care for a sick relative. I hope you can find someone to cover my shift. Thank you for understanding.*

Josh read it over and made sure it sounded respectful. He wanted to let her know early and show that he cared about his job.

After sending both messages, Josh felt better. He was doing the right thing—helping his family and being responsible with his plans. He remembered what his grandparents always said: *Take care of your people. Speak with kindness. Show respect in all you do.*

### Questions for Discussion:

- 1) Why did Josh use different language when texting his friends and his boss? Why does that matter?
- 2) What values helped Josh decide to cancel his plans and help his family?
- 3) How can being respectful and responsible—like Josh was—help you at school, work, or in your community?

## **Finding the Right Fit**

*This story highlights the potential consequences of avoiding and not communicating in a work situation, and how it is important to know how to quit a job without burning bridges, especially in a small community.*

Talia was excited when she got hired by the Tribal Council to work in the office for the summer. It was her first real job, and she wanted to do a good job. She dressed nicely, showed up on time, and learned how to answer the phone and greet people who came in.

But after a few weeks, Talia started to feel restless. Sitting at a desk all day didn't feel right to her. She missed being outside and moving around. She wanted to do something more active—like helping with yard work or working with her family at fish camp. She didn't know how to say that, so instead, she just started calling in sick. Some days, she didn't call at all. When she was at work, she spent more and more time looking at her phone instead of focused on the work she was supposed to do.

After a while, the manager called her in. "Talia, we've noticed you've missed a lot of work. When you are here, you are not focused on your work. Is something going on?"

Talia looked down. She didn't want to get in trouble, but she also didn't want to lie. "I don't like being in the office," she said quietly. "I thought I could handle it, but I just feel stuck. I don't know what to do."

The manager nodded. "Thanks for being honest. It's okay if something isn't the right fit—but it's important to speak up. When you are at work, it is important you keep your phone put away unless you are on your break. Not showing up without saying anything makes it hard for others to trust you. And in a small community, people remember that. It can make it harder to get jobs in the future."

Talia understood. She didn't want to be seen as unreliable. She said she was willing to finish her time in the office and would be open about what kind of job fit her better in the future.

Later that summer, she got the chance to help her family at fish camp. She loved being outside, followed directions, worked hard, and realized she felt much more like herself.

### **Questions for discussion:**

- 1) Why did Talia stop showing up to work, and what could she have done differently?
- 2) What are some good ways to speak up if a job or task doesn't feel like the right fit for you?
- 3) Why is it important to build a reputation for being reliable, especially in a small community?

## Enthusiasm and Attitude

### Learning from Feedback

*This story shows how to take criticism to improve, while showing that feedback and direction are not personal attacks but can help you grow.*

Jordan worked really hard on his book report. He chose a story that reminded him of his own family and spent a lot of time writing about the main character and the lessons in the book. When he turned it in, he felt proud.

The next day, the teacher handed back the reports with comments written on them. Jordan looked at his. There were notes in the margins, and at the bottom, the teacher had written, *"You explained the story well—next time, try to give more examples to support your ideas."*

Jordan's heart sank. He thought he did a good job. He felt like the teacher didn't like his work. His face got hot. He crumpled up the paper, threw it, and said a bad word to the teacher before storming out of the room.

After a while, Jordan had time to cool down. The teacher found him sitting quietly outside. She sat next to him and said gently, "I can tell you worked hard. My job is to help you get even better. That's what the feedback was for—not to hurt your feelings."

Jordan looked at the ground and nodded. "It just felt like you didn't like it," he said. "But now I get it—you were trying to help."

"I know it's not easy to hear things that feel like criticism," the teacher said, "but I believe in you."

Jordan apologized for his outburst. He promised to do better. The next time he wrote a book report, he looked at the feedback from before and used it to make his writing stronger. He felt proud again—this time, not just for doing the work, but for learning and growing from the hard moment.

### Questions for discussion:

- 1) Why did Jordan get upset when he read the teacher's comments? What helped him understand the feedback better later on?
- 2) How did Jordan show respect and responsibility after he cooled down?
- 3) Have you ever felt hurt by feedback? What can you do to handle those feelings and still learn from it?

## Showing Up with a Good Attitude

*This story shows a student who shows up to work even when she doesn't feel like it. She learns that it feels good to use your strengths in a job, even if it isn't what you plan to do as your career. It also reinforces the importance of keeping a good reputation as a worker in a small town.*

Lena and Isaiah had been friends since elementary school. Now, as high school students, they both worked part-time at the local grocery store. Lena helped bag groceries and clean up, while Isaiah stocked shelves and helped carry bags for Elders. It wasn't always exciting, but it gave them a little money and a way to support their families.

One afternoon, Lena came in late for her shift. She dropped her bag in the back room and sighed loudly. Isaiah raised his eyebrows. "You okay?"

Lena shrugged. "Just stuff at home. Everyone's stressed out. I don't even want to be here today. This job isn't what I want to do with my life."

Isaiah nodded. "Yeah, I get that. It's not forever. But it still matters."

Lena didn't answer. She didn't feel like pretending everything was fine. But as she stood behind the counter, she noticed an Elder struggling to lift a box onto the counter. Without thinking, Lena stepped over, gently took the box, and helped pack the groceries. She smiled and said, "Let me know if you need help out to your car." The Elder smiled back.

Something shifted in Lena. She was still tired, still worried—but helping someone made her feel useful. She remembered something her grandma once said: "Even small jobs can show your spirit. People remember how you treat others."

Later, Isaiah said, "You know, you're really good at seeing what people need. That's a skill—not everyone has it." Lena shrugged but smiled a little. "I guess. I just don't want people thinking I don't care. Especially around here—word travels fast."

Isaiah laughed. "Yeah, in this village, people remember who works hard and who doesn't."

Lena thought about that. She still didn't want to work at a grocery store forever—but now she could see it differently. She was building trust, learning how to stay strong on hard days, and showing her values through her actions.

By the end of her shift, Lena felt proud. Not because everything was perfect, but because she showed up, did her part, and treated others with care. She knew that mattered—today and for the future.

### Questions for discussion:

1. Why was Lena feeling frustrated at the beginning of her shift, and what helped her feel better by the end?
2. What are some skills Lena showed at her job that could help her in other jobs or parts of life?
3. Why is it important to build a good reputation in a small village, even if you don't think a job is your "dream job?"



## Teamwork (Community subsistence activities, small business, and other jobs require working together)

### Working Together for the Village

*In this story, a student practices respect and focusing on a shared goal when working with someone they don't like.*

Levi showed up early for his summer job with the Tribal Council. He was part of the village clean-up crew, helping to pick up trash, sweep walkways, and keep the community looking nice. Levi felt proud to have a job that helped his village.

As he waited for the crew to start, Levi saw someone walking toward the group. It was Kyle. Levi frowned. He and Kyle hadn't gotten along in school. They had argued a few times, and Levi still didn't like the way Kyle talked to him.

At first, Levi felt like walking away. *Why does he have to be on this crew too?* he thought. But then he remembered what his grandma always told him: *"You won't always like everyone, but you still treat people with respect—especially in a small village, where you'll see each other your whole life."*

Levi took a deep breath. He didn't have to be best friends with Kyle, but they had a job to do. He reminded himself they were both working to help the community, and that was more important than an old argument.

When it was time to sweep the boardwalk, Levi and Kyle were assigned to the same area. Levi stayed focused on the task. He didn't say much, but he made sure to be respectful. He gave clear directions and listened when Kyle had an idea about how to do the job faster.

By the end of the day, they had finished their section and it looked great. Levi felt proud of the work—and proud of himself for handling the situation in a good way.

### Questions for discussion:

- 1) Why did Levi feel upset when he saw Kyle on the clean-up crew, and what helped him decide to still work respectfully with him?
- 2) What does this story teach us about working with people we don't always get along with—especially in a small community?
- 3) Why is it important to stay focused on a shared goal or job, even when it's hard to work with someone?
- 4) Have you ever had to work with someone that you had had a previous disagreement with? How did you handle it? If you were to do it again, what would you do differently?

## Networking

### Asking for Help, Helping Each Other

*In this story, a student uses creative problem solving and networking to face a challenge.*

Tasha lived in a small village in Alaska where neighbors helped each other all the time. In a place where you can't just run to the store or call a repairman, people rely on each other to get things done. That's how things work best—when people care and help one another.

One winter morning, Tasha was in a nearby village for school activities when she got a message that the plane home was delayed. She wouldn't make it back in time to pick up her little sister, Lila, from school.

She also knew something else—her family's Toyo stove wasn't working. The house was cold, and her parents were out of town for work. Tasha felt her stomach tighten. She was the oldest, and it was her job to make sure Lila was okay. But she couldn't be in two places at once.

Tasha took a deep breath and thought about who she could call. First, she called her Uncle Carl. "Do you know anyone who can fix a Toyo?" she asked. Uncle Carl said, "Yeah, my friend James has fixed his before. I'll ask him to stop by the house this afternoon."

Next, Tasha called her cousin Erica. "Can you pick up Lila from school? I won't be back in time." Erica answered right away, "No problem—I got the Honda so I can get her."

Then Tasha texted their neighbor, Ms. Annie, an Elder who lived across the street. "Would it be okay if Lila stayed with you for a bit until I get home later?" Ms. Annie replied, "Sure. I'll make her some hot cocoa."

Tasha smiled. She still felt worried, but she knew Lila would be safe and warm. She had people she could count on—and that was a big deal. Her community didn't just help when things were easy. They helped when it mattered.

That night, when Tasha finally made it home, the house was warm, Lila was happy, and everyone had pitched in. Tasha realized something important: knowing who to call and how to show up for others is just as important as any skill you can learn in school or at a job. In small villages, it's how people take care of each other—and it's how everything keeps going. She knew she would be ready the next time someone asked for her help, so she could be a part of what made the community work.

### Questions for discussion:

1. Why was it important for Tasha to know who in her community she could call for help?
2. How does helping each other make a village stronger and safer for everyone?
3. Can you think of a time when you helped someone—or someone helped you—in your family or community? What did that mean to you?

## Problem-Solving and Critical Thinking

### Sewing with Strength

*In this story, a young woman and her mother work together through feelings of frustration and learn to create a new atikluk for a dance performance.*

Naia was excited. Her dance group was getting ready for a special performance, and she wanted to sew her own atikluk to wear. Her mom had made many before, and Naia was ready to learn. She picked out the fabric and thread, and her mom showed her how to use the sewing machine.

Naia started sewing the seams, but something didn't look right. The stitches were bunched up and too tight. The fabric was gathering instead of laying flat. Naia frowned. "This doesn't look good," she said.

Her mom looked at it and said, "Hmm, looks like the tension might be off."

Naia felt frustrated. She had really wanted it to turn out right the first time. For a moment, she thought about giving up. She felt like throwing the whole project in the trash. Her mom saw her and gently said, "you're learning. You need to try to figure out what's going on so you know what to do next time. It's part of the process of learning how to use a sewing machine."

Naia took a deep breath. This is part of learning and getting better. Maybe she could figure it out. She looked up a video on YouTube about adjusting the tension on a sewing machine. Then she carefully removed the bunched stitches. It took a while, but she kept going.

After a few tries, the machine started sewing smooth, even lines. Naia jumped up and ran to show her mom. She had figured it out! Naia smiled as she saw the atikluk coming together. When she finished, her mom gave her a big hug. "You stayed calm, you asked for help, and you didn't give up. That's something to be proud of."

Naia wore her atikluk with pride at the performance. It wasn't just about sewing—it was about learning, trying again, and growing stronger along the way.

### Questions for discussion:

1. What did Naia do when the sewing machine wasn't working right, and what helped her keep going instead of giving up?
2. Why is it important to ask for help before you get too frustrated?
3. Can you think of a time when something didn't work the first time? What did you do to fix it or try again?

## Professionalism

### Dressing for the Moment

*This story shows how dressing appropriately for different settings is important and connects to respect for yourself and others.*

Anya loved wearing her pajama pants at home. They were soft, warm, and cozy—perfect for watching movies or helping her grandma make fry bread on the weekend. But one Monday morning, she put them on for school without thinking. When she got there, her teacher pulled her aside gently and said, “Remember, Anya, pajamas are for home. At school—and especially at work—it’s important to dress in a way that shows respect for yourself and others.”

Anya nodded. She hadn’t meant to be disrespectful. She just liked being comfortable. But the words stuck with her.

Later that month, Anya was chosen to be part of the school’s regional basketball team. Her coach said, “When we travel, you represent our school and our village. Please dress neatly—we’re proud of who we are.”

So Anya found clean jeans and a nice shirt to wear. She even borrowed a jacket from her cousin. At first, it felt a little strange to dress up. But when she walked into the gym with her teammates, she stood tall. It felt good to show respect for her school, her team, and her community.

That summer, Anya got a job helping at the health clinic. On her first day, she remembered how she felt at the basketball tournament. She chose clothes that were clean and comfortable, but also showed she was ready to work—no pajama pants this time.

She learned that different places call for different clothes. At home, comfort matters. At school or work, respect and pride matter too. And with a little effort, she found clothes that made her feel both comfortable *and* confident.

### Questions for discussion:

1. Why did Anya decide to dress differently for the basketball tournament and her job at the clinic?
2. How can the way you dress show respect for yourself, your community, or the place you’re working?
3. What are some ways you can feel comfortable and still dress in a way that’s right for school or work?
4. How can you dress more professionally on a budget?

## **Taking Care of Yourself**

*This story touches on hygiene and caring for your body as a way of showing yourself and others respect.*

Ms. Nelson was a kind teacher who always looked out for her students. One day, she noticed that Kai had been wearing the same clothes for several days, and his body had a strong smell. She also noticed that other students were starting to move away from him and whisper behind his back. Ms. Nelson knew that as kids grow into teenagers, their bodies begin to change. Part of growing up means learning how to take care of your body in new ways.

She also knew that Kai's family didn't have running water at home, and that they didn't always have money for extra clothes or supplies. She wanted to help him without making him feel ashamed.

One afternoon when the class was working quietly, Ms. Nelson asked Kai if they could talk for a few minutes in the hallway. She smiled gently and said, "Kai, I want to talk with you about something that's part of growing up. As we get older, our bodies make more sweat, and we start to smell different. This is completely normal, but it means we have to do more to keep ourselves clean."

Kai looked down, not sure what to say. Ms. Nelson continued, "When we don't clean our bodies often enough, the sweat and dirt can build up. That can make us smell bad, and sometimes it can cause skin problems like rashes or infections. It also makes it harder to feel comfortable around other people."

She paused, then said gently, "Some kids in class have noticed the smell. I know that's hard to hear, but I want to tell you because I care about you, and I want to help. Taking care of your body is a way to show respect for yourself and for the people around you."

Kai nodded slowly. "It's hard," he said. "We don't have water at home. And I don't have many clean clothes."

Ms. Nelson nodded. "I understand. You're not alone—other students deal with this too. There are still things you can do. Even without running water, you can use a washcloth or baby wipes to clean your body, especially your armpits, feet, and private areas. If you can rinse your feet and change your socks often, that really helps too."

She continued, "You can also hang up your clothes to air out between wears. We might be able to get you a few extra shirts from the school clothing closet. And we have deodorant here at school if you'd like some."

Kai looked up. "Okay. That would help. I didn't know all that."

Ms. Nelson smiled. "That's what growing up is about—learning and trying your best. You deserve to feel good and be treated with respect. Taking care of your hygiene will help with that, and I'll support you however I can."

*(Continues)*

Later that week, Kai visited the school secretary and picked out a few clean shirts and some deodorant. He started using baby wipes in the morning and airing out his clothes at night. Slowly, things got better. The teasing stopped, and Kai felt more confident. Most of all, he felt proud that he had learned something new and taken steps to care for himself.

**Questions for discussion:**

1. Why is it important to take care of your body and clothes, even if it's hard sometimes? How can it affect how you feel and how others treat you?
2. What are some ways to stay clean and take care of yourself when you don't have running water or extra clothes?
3. How did Ms. Nelson talk to Kai in a way that showed respect? Why is it important to talk kindly and support each other when dealing with private or personal things?

## Weaving Values into the IEP and Transition Plan Goals

Incorporating Alaska Native values into IEP goals and transition plan goals can be a powerful way to build a bridge to needed skills for your students. When you tie needed classroom or employment readiness skills to local values and ways, it makes the goals feel more relevant. It may be easier for parents and family members to support the skills in other contexts.

Here are some examples of standard IEP goals that have been tied to a cultural value. These reference the 10 Values Alaska Native cultures have in common. This is from the *Alaska Native Post-Secondary Transition Skills: Create Meaningful IEP Transition Plans* (Van Den Berg/Gage 2024), which can be found at [https://sesa.org/resources/educational\\_resources/alaska-traditional-transition-skills/](https://sesa.org/resources/educational_resources/alaska-traditional-transition-skills/)



## Ten Universal Values Examples for IEP Goals and Objectives

**For each value, think about this value, and what it looks like when it is expressed.**

- What related skills or behaviors can the student work on to practice this value?
- Why is it important for the student's well-being or social connections to practice this value?

Value	Example Goals and Objectives
<b>Show Respect to Others:</b> Each person has a special gift.	Goal: Student will demonstrate showing respect for others on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"><li>• Objective #1: Keep hands and feet to self</li><li>• Objective #2: Change promptly from one activity/assignment with grace and respect.</li><li>• Objective #3: Move directly from one location to another with grace and respect.</li></ul>
<b>Share What You Have:</b> Giving makes you richer.	Goal: Student will demonstrate ways of sharing on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"><li>• Objective #1: Share materials willingly</li><li>• Objective #2: Demonstrate recognition of property ownership by using only those materials and objects for which permission has been given.</li><li>• Objective #3: Make positive statement about the qualities and accomplishments of others</li></ul>



Value	Example Goals and Objectives
<b>Know Who You Are:</b> <b>You are a reflection on your family.</b>	Goal: Student will demonstrate understanding of knowing self on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"> <li>Objective #1: Identify signs of anxiety and stress in self and others.</li> <li>Objective #2: Make positive statement about the qualities and accomplishments of self</li> <li>Objective #3: Manage unreasonable fears</li> </ul>
<b>Accept What Life Brings:</b> <b>You cannot control many things.</b>	Goal: Student will demonstrate acceptance of what life brings on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"> <li>Objective #1: Distinguish between fact, rational belief and irrational belief</li> <li>Objective #2: Name alternative ways to handle frustration</li> <li>Objective #3: Identify behaviors which demonstrate self-control</li> <li>Objective #4: Handle transitions between activities with grace and respect.</li> </ul>
<b>Have Patience:</b> <b>Some things cannot be rushed.</b>	Goal: Student will demonstrate patience on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"> <li>Objective #1: Identify situations that may lead to conflict (e.g., hurtful teasing, name calling)</li> <li>Objective #2: Name personal behaviors that may contribute to a conflict</li> <li>Objective #3: Control temper in conflict situations with peer and/or adult</li> </ul>
<b>Live Carefully:</b> <b>What you do will come back to you.</b>	Goal: Student will demonstrate showing the value of living carefully on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"> <li>Objective #1: Ask permission of others to borrow</li> <li>Objective #2: Return borrowed items in a timely manner</li> <li>Objective #3: Return items in same condition as borrowed</li> </ul>
<b>Take Care of Others:</b> <b>You cannot live without them.</b>	Goal: Student will demonstrate how to take care of others on a daily basis with _____ frequency as measured by* _____. <ul style="list-style-type: none"> <li>Objective #1: Follow through on making commitments involved in a decision</li> <li>Objective #2: Refrain from inappropriately laughing at, commenting on or joining in on others' antics/inappropriate behaviors</li> <li>Objective #3: Offer to help a peer at an appropriate time</li> </ul>

Value	Example Goals and Objectives
<b>Honor Your Elder: They show you the way in life.</b>	<p>Goal: Student will demonstrate honoring Elders on a [weekly] basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> <li>• Objective #1: Seek guidance prior to making certain decisions</li> <li>• Objective #2: Accept feedback appropriately</li> <li>• Objective #3: Use an appropriate voice and words when interacting with peers or adults</li> </ul>
<b>Pray for Guidance: Many things are not known.</b>	<p>Goal: Student will demonstrate making appropriate decisions on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> <li>• Objective #1: Set realistic personal goal(s)</li> <li>• Objective #2: Adapt to differences in various settings</li> <li>• Objective #3: Seek assistance to resolve conflict after independent attempt</li> </ul>
<b>See Connections: All things are related.</b>	<p>Goal: Student will demonstrate the value of seeing connections on a daily basis with _____ frequency as measured by* _____.</p> <ul style="list-style-type: none"> <li>• Objective #1: Apologize/make restitution when own actions have injured or infringed upon another</li> <li>• Objective #2: Appropriately state angry feelings to person involved in the situation</li> <li>• Objective #3: Act respectfully toward an individual with different qualities and characteristics (e.g., accept the person without hurtful teasing or actions)</li> </ul>

\*As measured by... teacher observation, checklist, anecdotal records, behavior checklist, self-evaluation, etc.

## How to “Live” Your Values

### Overview

In this lesson, students will explore the local values (or values that Alaska Native cultures have in common) and what it means to have values and use them to make decisions and guide behavior.

Note to teachers: There is a compass with regional values for each of the following regions/tribes. If none of these are a good fit for the community you are in, or if you work with students from many areas or tribes, you can either use the Common Alaska Native Values compass, or allow students to use the compass from their region. Each compass has a companion discussion guide. Regional compasses contain region-specific references in the activity component.



### Alaska Cultural Standards

- A1, A6, B2, B3, D5, E1, E3, E7, E8

### Learning Objectives

The student will be able to:

- Define what a “value” is.
- Explain why traditional tribal values are important to Alaska Native peoples.
- Give an example of what “living a value” looks like.
- Give an example of how your values can help you choose how to respond or act.
- Explain why it is important for a person’s actions to show their values.

### Materials

- *Regional Values Compass or the Common Alaska Native Values* student handout with activity cards (1 set per student) Jump to your region’s compass activity handouts and discussion guide:
  - Alutiiq/Sugpiaq (Kodiak/Southwest)
  - Dene Athabascan (Interior)
  - Iñupiaq (Far North)
  - Tlingit, Haida, Tsimshian (Southeast Alaska)
  - Yup’ik (Dillingham/Southwest)
  - Values Common to Alaska Native Cultures
- *Blank Values Compass* handout (1 per student for capstone activity) **Located in the appendix**
- Teacher resource: *Discussion Guide* (regional or common values version)

## Vocabulary

Honor	To hold something or someone in high regard and to act respectfully.
Leader	There are many ways to be a “leader”: Commonly, a leader is a person who is in charge of a group or organization. Leaders can also be a person who inspires others through their ideas, actions, and words; a person who others look to for advice and guidance; and a person who coordinates and directs others to work toward a shared goal or vision.
Respect	A positive feeling or action shown toward someone or something that is seen as important. It is also showing care and concern for their needs or feelings.
Traditional	The holistic, practical, and common knowledge that has been gathered over thousands of years of observation and interaction with the land; it is passed on from generation to generation through practice, oral stories, dance, and art.
Value	Standards and beliefs that you live by.

## Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn more about the traditional values of (name of local Alaska Native tribe). Values are the standards and ideas that guide how you are and what you do in the world. They are like a compass that you carry inside of you, that help you know how to be and act in your life. Good leaders use their values to make decisions and connect with others in their community. To learn about this, we will do an activity and share ideas. By the end of this lesson, you will be able to: define what a value is; explain why traditional tribal values are important to the Alaska Native peoples (or specific local tribe name): give an example of what it means to “live a value;” give an example of how values can help you make decisions on what to do or how to act; and explain why it is important for people to live their values.”
- **Begin by finding out what students already know by asking the following questions:**
  - What is a value? *(A rule or guide for what you think is important.)*
  - What are some examples of traditional values important to our community? *(Use any from the poster...)*
  - Why are values important? *(They are guides on how to live as our Elders and Ancestors would want us to live to be healthy and strong.)*
  - Why is it important for people to have strong values and to show those values through what they do? *(It helps build trust with others and shows respect to yourself, your family, your Elders, your Ancestors, and your community. It builds your confidence in yourself, and others confidence in you.)*
- **Introduce the Alaska Native Values Compass and read through the values.**  
Briefly talk about each value on the compass, and a little bit about what the students think each means.

- **Values Activity:**
  - Give each student a copy of the compass handout. Before the activity, cut out the action and decision point cards, and give each student a set. (If appropriate, you can let the students cut out their own cards, to simplify prep.)
  - Students can work in pairs or individually. An action or decision card is drawn, and set in the middle of the compass. The student then thinks about which values are connected to that action or which values would help them decide what to do in that situation. There are no wrong answers. The purpose of the activity is to help make the ideas a little more concrete, give practice with application, and to help them connect more meaning to the specific values.
  - If the card scenario doesn't exactly fit a student's lived experience, ask if they have experienced something similar.
  - Depending on the students, this could also be printed as a large poster, with bigger cards, and then done as a whole group.
- **Personal Values**
  - Discuss with the students which values are the most important to them and to their families.
  - Are there additional values that their family holds? Maybe parents are from different tribes or cultures, so their family operates with different sets of values.
  - Students can write in additional values they live by onto their compass, and star any of the local values that are especially important to them.
- **Capstone: Create a personal compass**
  - Give each student a blank compass (see appendix), where they can write in the local values that are most important to them, as well as family values they live by.
  - Laminate this compass for each student to keep in their notebook. Tie future reflection and transition planning to their compass and what is important to the student.

## Learning stories

- Invite a local Alaska Native leader, Elder, or culture bearer to participate in the values activity, and share how traditional values are important.

## Evaluation

At the end of the lesson, ask the students these questions:

- What is a "value?"
- Why are values important?
- What is an example of how our values are lived (how they show) in our actions?
- What is an example of how our values help us choose how to act or what to do in our lives?
- Why is it important for people to show their values through their actions and words?

## Additional Resources

- Alutiiq/Sugpiaq
  - Alutiiq Values: Explore the Alutiiq values and connect to the Alutiiq language as the 14 values are organized into the “spheres” of physical, social, cognitive, spiritual and ethical starting with the physical sphere <http://alutiiqeducation.org/html/home/earth.php>.
  - Alutiiq Values poster: <http://alutiiqeducation.org/html/resources.php?r=116>
  - Alutiiq Values Slide show: <http://alutiiqeducation.org/html/resources.php?r=115>
- Southeast Alaska (Tlingit, Haida, and Tsimshian)

Values from Sealaska Heritage Site: <https://www.sealaskaheritage.org/about>

  - **Haa Aaní: Our Land: Honoring & Utilizing our Land** (Haida: Íitl’ Tlagáa; Tsimshian: Na Łaxyuubm): Our ancestors, who have lived in this land for more than 10,000 years, taught us that everything has a Spirit. When we utilize our resources, we must acknowledge the Spirits of the Land, Sea and Air and tell them the benefits that their use will bring to our People. Our ancestors protected the ownership of our land for their children and grandchildren just as we must do for future generations. Watch a video short on Haa Aaní produced by students in SHI’s Voice on the Land Program: <https://www.youtube.com/watch?v=e277rS6U14o>
  - **Haa Latseení: Our Strength: Strength of Body, Mind, and Spirit** (Haida: Íitl’ Dagwiigáay; Tsimshian: Na Łatlleedm): The “Way of the Warriors” path is to achieve physical and inner strength. Above all, young men and women are taught to protect and to care for their families and clans. They are taught to seek truth and knowledge and to adapt to changing times while maintaining the integrity of our ancient values. Watch a video short on Haa Latseení produced by students in SHI’s Voice on the Land Program: [https://www.youtube.com/watch?v=zgiDt\\_7v1i8](https://www.youtube.com/watch?v=zgiDt_7v1i8)
  - **Haa Shuká: Past, Present, and Future Generations: Honoring our Ancestors and Future Generations** (Haida: Íitl’ Kuníisii; Tsimshian: Na Łagigyetgm): We maintain strong bonds with our ancestors whom we honor through our lives and in our ceremonies. We also have responsibilities to our future generations, and we must ensure that we protect our land and culture for our children and grandchildren and those who will follow them. Watch a video short on Haa Shuká produced by students in SHI’s Voice on the Land Program: [https://www.youtube.com/watch?v=f3\\_alY5CnMM](https://www.youtube.com/watch?v=f3_alY5CnMM)
  - **Wooch Yáx: Balance: Social and Spiritual Balance** (Haida: Gu dlúu; Tsimshian: Ama Mackshim): Wooch Yáx must be maintained to ensure social and spiritual harmony lest ill will goes wandering and causes harm. Wooch Yáx governs interrelationships between Eagle and Raven clans and interrelationships between the Tlingit and others, including tribes, nations and institutions. Wooch Yáx includes Łaa yaa awuné or Respect for Others and Át yaa awuné or Respect for All Things. Wooch Yáx requires that our People and our organizations conduct business with Yán gaa doonéekw or “Dignity,” realizing that everything has its rightful place and that all action and business must be done with integrity. *The link to this video is no longer available as of June, 2025.*

## Alutiiq/Sugpiaq Values

Nunapet (Our Land): “Ties to our homeland”

Nunapet carlia'arluqi (Stewardship): “Taking care of our land”

Unguwacirpet (Subsistence): “Our way of living”

Suupet (People): “Our people or community”

Cuqllipet (Elders): “Our Elders”

Ilaapet (Family): “Our family”

Liicirpet (Learning): “Our way of learning”

Sugt'stun niuwacirpet (Language): “Our heritage language”

Englarstaisngukut (Humor): “We like to laugh”

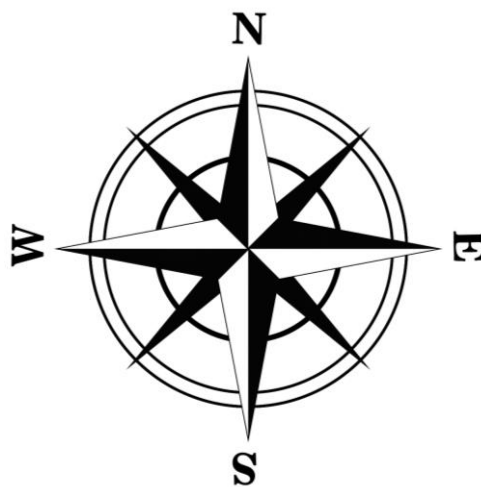
Agayumaukut (Spirituality): “We are prayerful”

Ilakuisngukut (Sharing): “We favor sharing”

Sugtanartukut (Trust): “We trust”

Ling'aklluki (Respect): “We respect them”

Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): “Our ways of doing are wise”

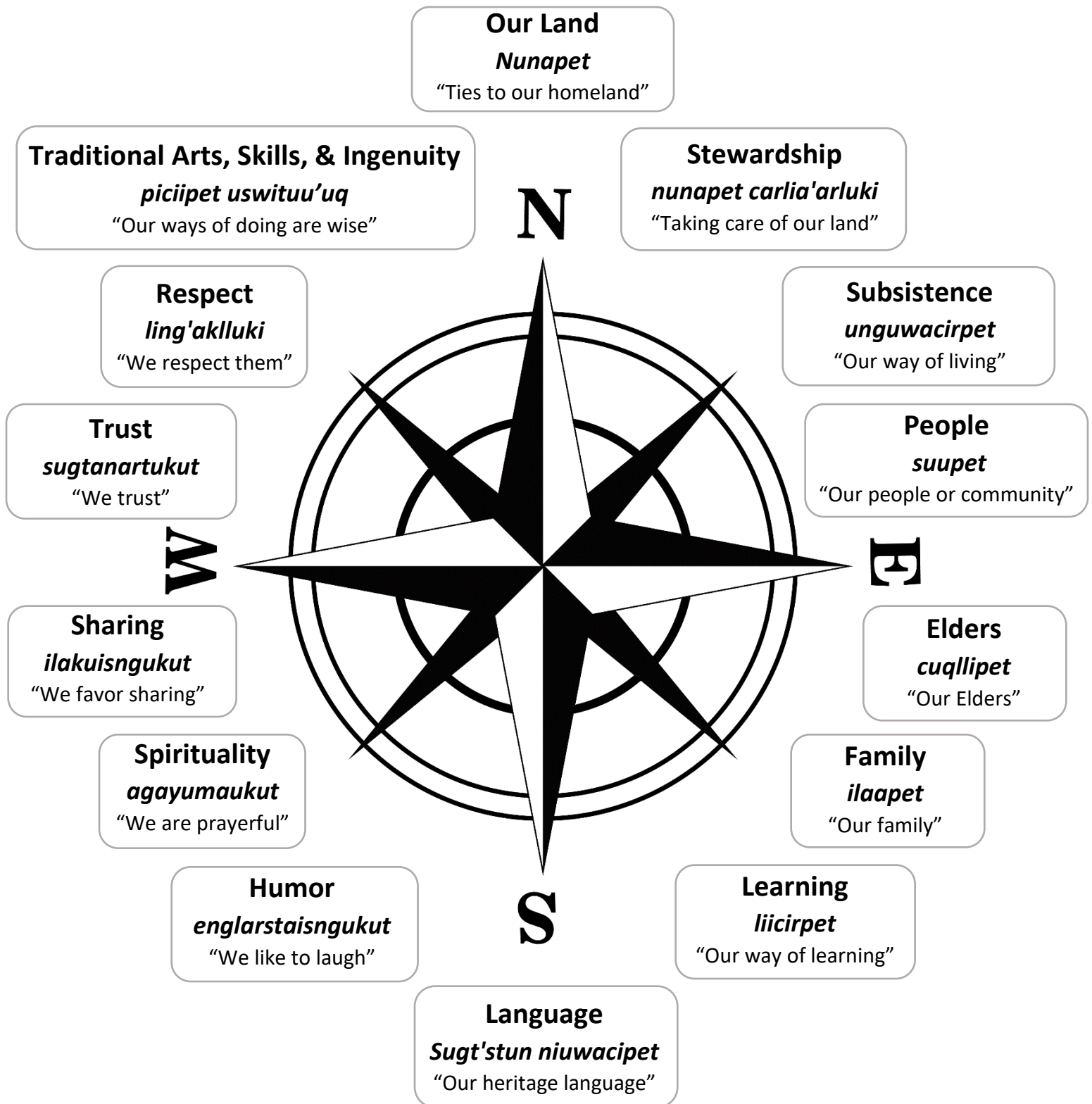


Source: <http://alutiiqeducation.org/html/home/earth.php>



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# Alutiiq/Sugpiaq Values Compass



Alutiiq/Sugpiaq Values from <http://alutiiqeducation.org/html/home/earth.php>

Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values,  
2025, Van Den Berg / Gage UAA Center for Human Development

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**Alutiiq/Sugpiaq Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Alutiiq/Sugpiaq Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I living  
when I do this?**

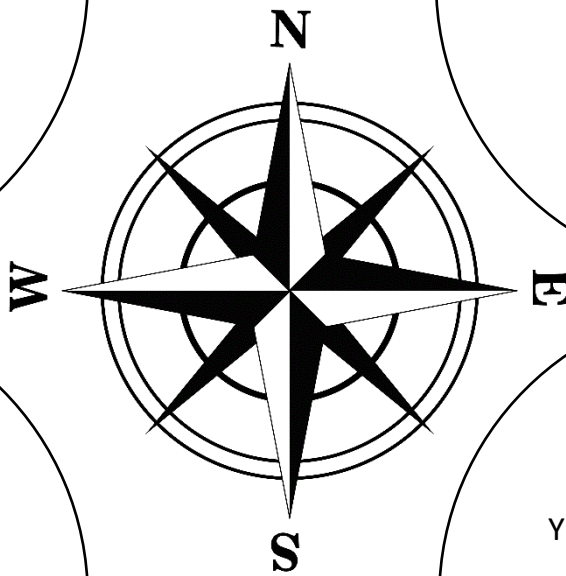
You bring salmon that you and your family helped harvest to an Elder in your community. You greet them in Alutiiq when you see them.

You teach a dance you learned in your local Alutiiq/Sugpiaq dance group to perform at a celebration.

You say “thank you” to the blueberry bushes as you pick the beautiful berries.

You see that your friend is cold when you are out walking together, and you offer your coat to use.

You wait quietly while your aunts visit, even though it feels like it is taking a long time.



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**Alutiiq/Sugpiaq Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Alutiiq/Sugpiaq Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I  
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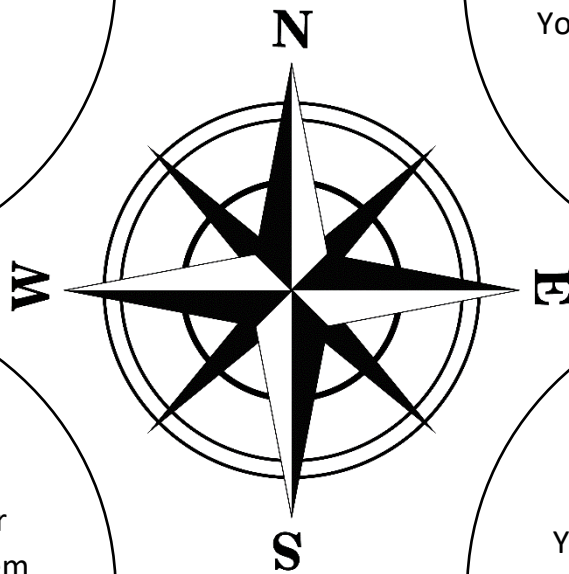
You help carry heavy bins of  
firewood and stack it in the shed  
at your neighbor's house.

You enjoy being on the land as  
you hike to a favorite place you  
can look out to see the ocean.  
You offer up a prayer of thanks  
for all you see.

You joke around with your  
brother or sister to help them  
feel better when you see they  
are a little sad.

You listen as an Elder shares a  
story, and think about what the  
story means.

You choose your words carefully  
so as not to hurt your friend's  
feelings when telling them you  
cannot go with them on a trip.



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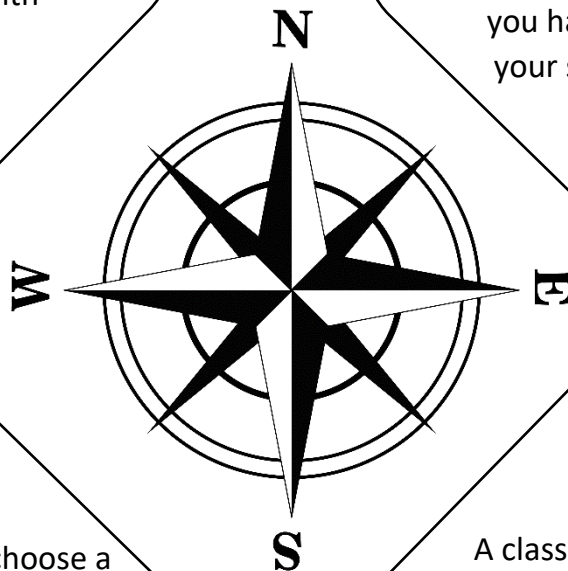


**Alutiiq/Sugpiaq Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Alutiiq/Sugpiaq Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

## Which values help me decide what to do?

Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.

You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.



Your church group wants to choose a project that will help the community. You are asked by the group to speak at the next tribal council to ask what the council sees as the greatest need.

A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.

Your friend is angry and upset, and they show this by yelling and throwing things.

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**Alutiiq/Sugpiaq Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Alutiiq/Sugpiaq Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

## Which values help me decide what to do?

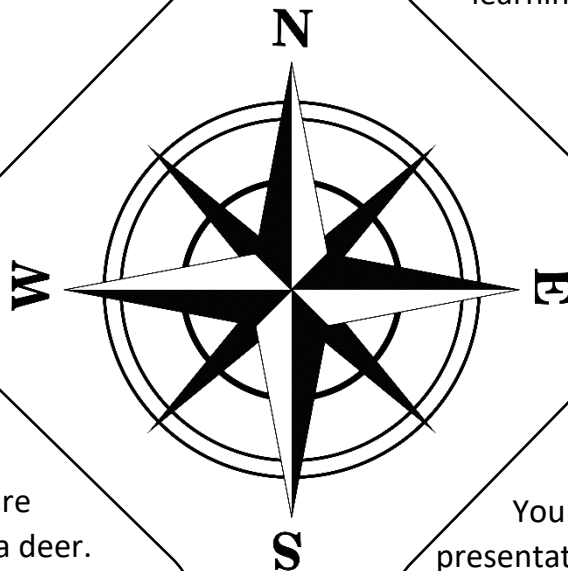
At school, a classmate makes fun of your friend in a way that hurts their feelings.

Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.

Your uncle and you are hunting, and he wounds a deer. It is early afternoon, and a long way to walk home, and it has started to rain. Do you track it, even if it means getting home late?

You are about to give a class presentation and you feel very nervous about speaking in front of the class. You think about trying to get out of it by saying you have a stomach ache and going to the nurse's office.

You are interested in the stories of how your grandfather remembers catching salmon using weirs and traps. You want to try to build a weir, but your cousin thinks using commercial fishing techniques are better, and he makes fun of your idea.



*This page is intentionally left blank for printing the compass activity handouts.*

## Alutiiq/Sugpiaq Values Activity Discussion

Students place each of the **action cards** in the center of their compass and ask themselves, “Which values am I living when I do this?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Action	Possible Values that Connect	Discussion Suggestions
You bring salmon that you and your family helped harvest to an Elder in your community. You greet them in Alutiiq when you see them.	Nunapet (Our Land): “Ties to our homeland” Unguwacirpet (Subsistence): “Our way of living” Suupet (People): “Our people or community” Cuqllipet (Elders): “Our Elders” Ilaapet (Family): “Our family” Liicirpet (Learning): “Our way of learning” Sugt'stun niuwacipet (Language): “Our heritage language” Ilakuisngukut (Sharing): “We favor sharing” Ling'aklluki (Respect): “We respect them”	<i>You show your respect for nature and the traditions of harvest and sharing in the wealth of the harvest by sharing your family's salmon. You show generosity and love through your actions, which reflects well on your family. Using your heritage language honors the Ancestors and your Elders.</i>
You say “thank you” to the blueberry bushes as you pick the beautiful berries.	Nunapet (Our Land): “Ties to our homeland” Nunapet carlia'arluki (Stewardship): “Taking care of our land” Unguwacirpet (Subsistence): “Our way of living” Sugt'stun niuwacipet (Language): “Our heritage language” Agayumaukut (Spirituality): “We are prayerful” Ling'aklluki (Respect): “We respect them” Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): “Our ways of doing are wise”	<i>We are grateful for the land and the plants and animals that sustain us. We take care of them so they will provide for us in the future. Saying thank you as you pick shows respect and is what our Ancestors did.</i>
You teach a dance you learned in your local traditional dance group to perform at a celebration.	Nunapet (Our Land): “Ties to our homeland” Unguwacirpet (Subsistence): “Our way of living” Suupet (People): “Our people or community” Liicirpet (Learning): “Our way of learning” Sugt'stun niuwacipet (Language): “Our heritage language” Ilakuisngukut (Sharing): “We favor sharing” Ling'aklluki (Respect): “We respect them”	<i>Our communities are based on sharing and learning, and a way to show honor and respect for your heritage and community is to teach others a traditional dance to perform at a celebration.</i>
You see that your friend is cold when you are out walking together, and you offer your coat to use.	Suupet (People): “Our people or community” Ilaapet (Family): “Our family” Ilakuisngukut (Sharing): “We favor sharing” Sugtanartukut (Trust): “We trust” Ling'aklluki (Respect): “We respect them”	<i>You show your friend respect and care by sharing and being generous with them when you can. Taking care of one another in sometimes harsh environments has been a vital part of the existence of Indigenous peoples for millennia.</i>

(Continues)

Action	Possible Values that Connect	Discussion Suggestions
You wait quietly while your aunties visit, even though it feels like it is taking a long time.	Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Liicirpet (Learning): "Our way of learning" Ling'aklluki (Respect): "We respect them"	<i>You show respect and generosity by waiting patiently for your aunties to finish visiting. It is one way to show love. It promotes peace and harmony.</i>
You help carry heavy bins of firewood and stack it in the shed at your neighbor's house.	Nunapet (Our Land): "Ties to our homeland" Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Liicirpet (Learning): "Our way of learning" Ilakuisngukut (Sharing): "We favor sharing" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>You use the strength of your body to support family and community. You show respect for your family as you are generous with helping a neighbor. You promote peace and harmony in your community when you help others.</i>
You joke around with your brother or sister to help them feel better when you see they are a little sad.	Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Ilaapet (Family): "Our family" Liicirpet (Learning): "Our way of learning" Sugt'stun niuwacipet (Language): "Our heritage language" Englarstaisngukut (Humor): "We like to laugh"	<i>Using humor to cheer someone up shows your love and caring for them. It promotes peace and harmony. It shows you respect them.</i>
You enjoy being on the land as you hike to a favorite place you can look out to see the ocean. You offer up a prayer of thanks for all you see.	Nunapet (Our Land): "Ties to our homeland" Nunapet carlia'arluki (Stewardship): "Taking care of our land" Unguwacirpet (Subsistence): "Our way of living" Sugt'stun niuwacipet (Language): "Our heritage language" Agayumaukut (Spirituality): "We are prayerful" Sugtanartukut (Trust): "We trust" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>You keep your body in shape and your mind and spirit healthy when you spend time on the land. Connecting with the land and the beauty around you connects you to the land and to your Ancestors.</i>

*(Continues)*

Action	Possible Values that Connect	Discussion Suggestions
You listen as an Elder shares a story, and think about what the story means.	Nunapet (Our Land): "Ties to our homeland" Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Liicirpet (Learning): "Our way of learning" Sugt'stun niuwacirpet (Language): "Our heritage language" Ilakuisngukut (Sharing): "We favor sharing" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>Traditional stories are one way our Ancestors passed down information to us on how to be and live. The meaning of the stories isn't always easy to see, so it is good to take time to think about them, and know there are important lessons in the stories. Connecting to the stories connects us to our Ancestors and our Elders, and shows respect for the knowledge they share.</i>
You choose your words carefully so as not to hurt your friend's feelings when telling them you cannot go with them on a trip.	Suupet (People): "Our people or community" Sugtanartukut (Trust): "We trust" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>You show respect to your friend by considering their feelings and choosing your words carefully. You can let them know you do care for them, but you will have to go with them another time.</i>

Students place each of the **decision cards** in the center of their compass and ask themselves, "Which values help me decide what to do?" The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Decision	Possible Values that Connect	Discussion Suggestions
Your auntie asks for your help moving boxes. You were planning on playing video games with	Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Ling'aklluki (Respect): "We respect them"	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>

(Continues)

Decision	Possible Values that Connect	Discussion Suggestions
Your church group wants to choose a project that will help the community. You are asked by the group to speak at the next tribal council to ask what the council sees as the greatest need.	Nunapet (Our Land): "Ties to our homeland" Nunapet carlia'arluki (Stewardship): "Taking care of our land" Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Ilakuisngukut (Sharing): "We favor sharing" Ling'aklluki (Respect): "We respect them"	<i>Going to the tribal council to ask about how you and your church can help and support the community shows respect and generosity.</i>
Your friend is angry and upset, and they show this by yelling and throwing things.	Suupet (People): "Our people or community" Liicirpet (Learning): "Our way of learning" Englarstaisngukut (Humor): "We like to laugh" Agayumaukut (Spirituality): "We are prayerful" Ilakuisngukut (Sharing): "We favor sharing" Sugtanartukut (Trust): "We trust" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>You can choose how you respond. You can choose your words, use humor, and have courage to be with your friend when they are upset. You can show that you care for them, and work to restore harmony through your words and by being with them.</i>
You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.	Nunapet (Our Land): "Ties to our homeland" Nunapet carlia'arluki (Stewardship): "Taking care of our land" Unguwacirpet (Subsistence): "Our way of living" Agayumaukut (Spirituality): "We are prayerful" Ling'aklluki (Respect): "We respect them"	<i>In our tradition, we take care of the plants that provide for us. We show respect through our actions. We can slow down, and only pick the number of berries we can doing it the right and respectful way. We are stewards of the land, and need to show that respect and reverence for our Creator.</i>
A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.	Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Liicirpet (Learning): "Our way of learning" Ling'aklluki (Respect): "We respect them"	<i>If you share, are you respecting yourself? Are you respecting what the Elders would want you to do? If you say no, and stand up for what you feel is right, you are being strong and having courage. You could choose your words carefully as you tell them no, to maintain peace and harmony.</i>

*(Continues)*



Decision	Possible Values that Connect	Discussion Suggestions
At school, a classmate makes fun of your friend in a way that hurts their feelings.	Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Ilaapet (Family): "Our family" Ling'aklluki (Respect): "We respect them"	<i>You think before you respond. You are loyal to your friend, and want to do the right thing. You can show your friend you care, and show them support. You choose carefully how you respond to your classmate, as you want to maintain peace and harmony. You can choose how you act, even if others are not showing respect.</i>
Your uncle and you are hunting on Afognak, and he wounds a deer. It is early afternoon, and a long way to get home, and it has started to rain. Do you track it, even if it means getting home late?	Nunapet (Our Land): "Ties to our homeland" Nunapet carlia'arluki (Stewardship): "Taking care of our land" Unguwacirpet (Subsistence): "Our way of living" Liicirpet (Learning): "Our way of learning" Agayumaukut (Spirituality): "We are prayerful" Ilakuisngukut (Sharing): "We favor sharing" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>You and your uncle follow the deer. Failing to care for a wounded animal does not demonstrate good stewardship of the land and its animals. It is important to show respect and care for the land and animals. It is a gift for the animal to give itself to you to nourish your family and community; therefore, it is important that you not leave an animal to suffer.</i>
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.	Nunapet (Our Land): "Ties to our homeland" Unguwacirpet (Subsistence): "Our way of living" Suupet (People): "Our people or community" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Liicirpet (Learning): "Our way of learning" Sugt'stun niuwacipet (Language): "Our heritage language" Ilakuisngukut (Sharing): "We favor sharing" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>You enjoy the dance group, and feel connected to the group and what you are learning. Your dancing connects you to the Ancestors and pride in your family and clan. If that is more important than what your friend wants, you can use your words carefully and explain that you do not want to miss it, and you can do something with them another time.</i>

(Continues)

Decision	Possible Values that Connect	Discussion Suggestions
You are about to give a class presentation and you feel very nervous about speaking in front of the class. You think about trying to get out of it by saying you have a stomach ache and going to the nurse's office.	Liicirpet (Learning): "Our way of learning" Ilakuisngukut (Sharing): "We favor sharing" Ling'aklluki (Respect): "We respect them" Piciipet uswituu'uq (Traditional Arts, Skills, & Ingenuity): "Our ways of doing are wise"	<i>Sharing is a vital part of traditional values; however, speaking in front of an audience can be very intimidating. You take a moment to breathe and center yourself before going back to class to present. Breathing and reminding yourself that you are ok and that you have important information to share keeps you centered.</i>
You are interested in the stories of how your grandfather remembers catching salmon using weirs and traps. You want to try to build a weir, but your cousin thinks using commercial fishing techniques are better, and he makes fun of your idea.	Nunapet (Our Land): "Ties to our homeland" Nunapet carlia'arluki (Stewardship): "Taking care of our land" Unguwacirpet (Subsistence): "Our way of living" Cuqllipet (Elders): "Our Elders" Ilaapet (Family): "Our family" Liicirpet (Learning): "Our way of learning" Ling'aklluki (Respect): "We respect them"	<i>It's okay for your cousin to have a different opinion from yours, and you choose to continue trying to build a weir, just as your grandfather did in his youth. Over time, as you practice, your skills will improve, and you will become more efficient with building.</i>

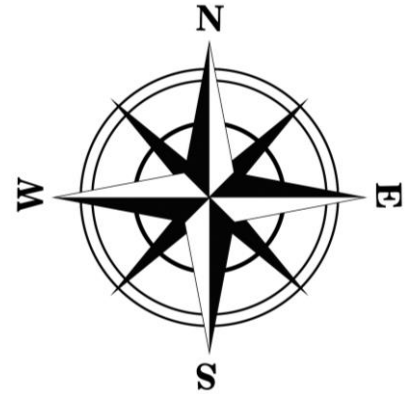
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## Dene Athabaskan Values—

From the Alaska Native Knowledge Network: <http://ankn.uaf.edu/ancr/values/athabaskan.html>

- Self-sufficiency and Hard Work
- Care and Provision for the Family
- Family Relations and Unity
- Love for Children
- Village Cooperation and Responsibility to Village
- Humor
- Honesty and Fairness
- Sharing and Caring
- Respect for Elders and Others
- Respect for Knowledge & Wisdom from Life Experiences
- Respect for the Land and Nature
- Practice of Native Traditions
- Honoring Ancestors
- Spirituality

Source: **DENAKKANAAGA ELDERS CONFERENCE**- 1985



## Minto Flats: Dene Athabaskan Values

Every Athabaskan Is Responsible To All Other Athabaskan For the Survival Of Our Cultural Spirit, and the Values and Traditions Through Which it Survives. Through Our Extended Family, We Retain, Teach, and Live Our Athabaskan Way.

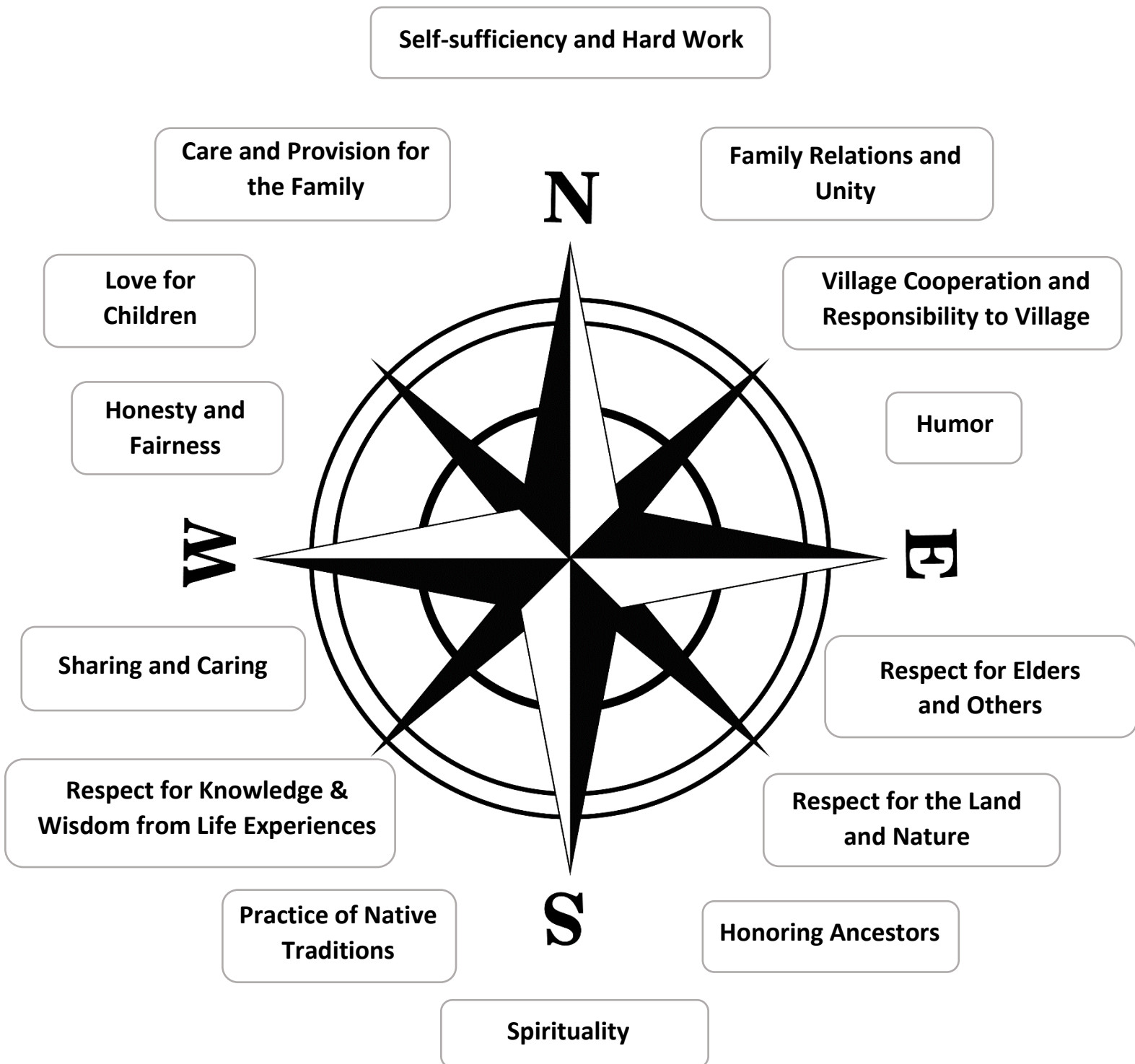
With guidance and support from elders, we must teach our children Athabaskan values:

- |                            |                           |
|----------------------------|---------------------------|
| • Knowledge of Language    | • Respect for Nature      |
| • Sharing                  | • Spirituality            |
| • Respect for Others       | • Humor                   |
| • Cooperation              | • Family Roles            |
| • Respect for Elders       | • Hunter Success          |
| • Love for Children        | • Domestic Skills         |
| • Hard Work                | • Humility                |
| • Knowledge of Family Tree | • Responsibility to Tribe |
| • Avoid Conflict           |                           |

Our Understanding of Our Universe and Our Place In It Is A Belief In God and a Respect For All His Creations

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## Dene Athabascan (Interior Alaska) Values Compass



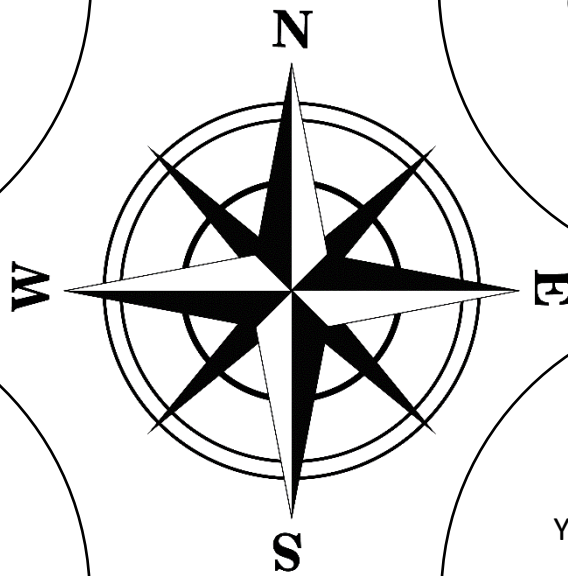
Source: From the Alaska Native Knowledge Network: <http://ankn.uaf.edu/ancr/values/athabascan.html>

Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values, 2025, Van Den Berg / Gage UAA Center for Human Development

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**Dene Athabascan Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I living  
when I do this?**



You visit your grandma in the evening. She and your aunts are at the table beading and sewing. You want to learn, so your grandma gives you a needle, string, and beads. You quietly practice while listening to their stories.

You learn a dance in your local traditional dance group to perform at a celebration.

You say “thank you” to the blueberry bushes as you pick the beautiful berries.

You carefully fold and put away your regalia (traditional clothes) after performing so that it stays in

You wait quietly while your aunties visit, even though it feels like it is taking a long time.

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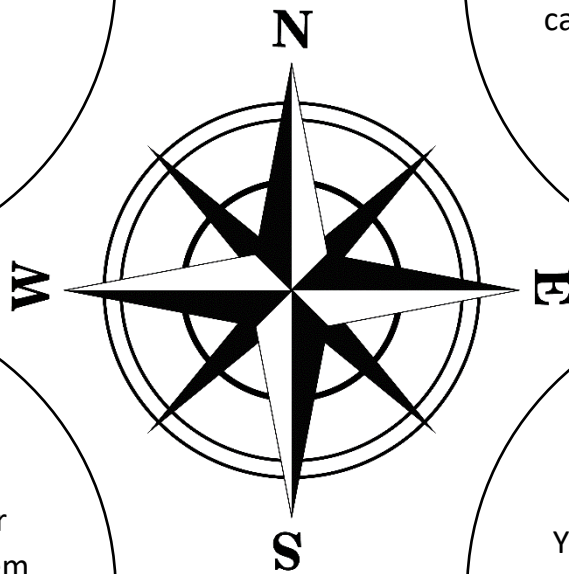


**Dene Athabascan Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Traditional Tribal Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I  
living when I do this?**

You help carry heavy bins of  
firewood and stack it in the shed  
at your neighbor's house.

You enjoy being on the land as  
you hike to a favorite place you  
can look out to see the ocean.



You joke around with your  
brother or sister to help them  
feel better when you see they  
are a little sad.

You listen as an Elder shares a  
story, and think about what the  
story means.

You choose your words carefully  
so as not to hurt your friend's  
feelings when telling them you  
cannot go with them on a trip.

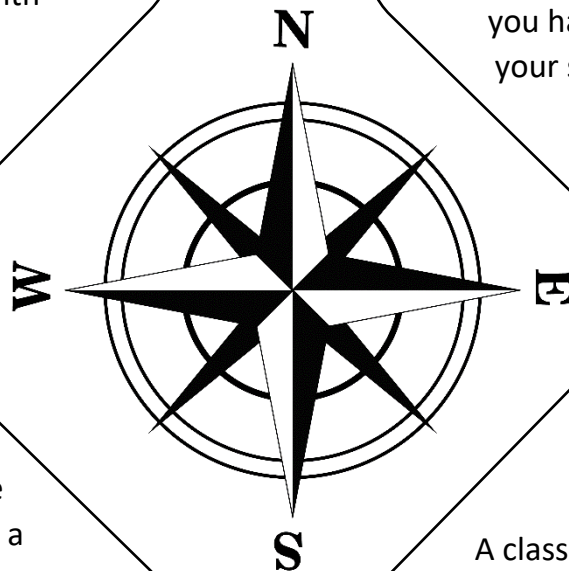
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**Dene Athabascan Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.

You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.



Your uncle and you are hunting, and he wounds a moose. It is early afternoon, and a long way to walk home, and it has started to rain. Do you track it, even if it means getting home late?

A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.

Your friend is angry and upset, and they show this by yelling and throwing things.

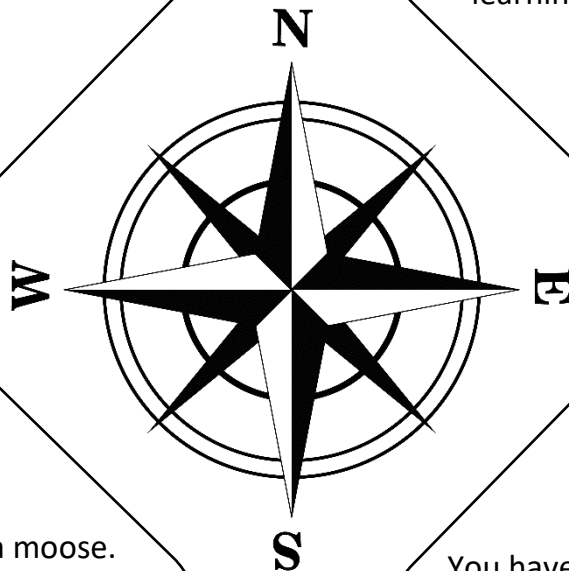
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**Dene Athabascan Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

At school, a classmate makes fun of your friend in a way that hurts their feelings.

Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.



Your dad has harvested a moose. After giving thanks to the moose for giving itself to your family, your whole family comes together to process the meat.

You have harvested your first salmon. You are very proud of your catch. Per tradition, you will have to give your treasured salmon to an Elder.

During your family's memorial potlatch, you are tasked with handing out small gifts to community members. You are happy and excited to help and share with your family and community.

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## Dene Athabascan Native Values Activity Discussion

Students place each of the **action cards** in the center of their compass and ask themselves, “Which values am I living when I do this?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Action	Possible Values that Connect	Discussion Suggestions
You visit your grandma in the evening. She and your aunts are at the table beading and sewing. You want to learn, so your grandma gives you a needle, string, and beads. You quietly practice while listening to their stories.	Self-sufficiency and Hard Work Care and Provision for the Family Family Relations and Unity Love for Children Village Cooperation and Responsibility to Village Sharing and Caring Respect for Elders and Others Respect for Knowledge & Wisdom from Life Experiences Practice of Native Traditions Honoring Ancestors Spirituality	<i>Learning how to bead and sew fosters a deeper connection to your family, ancestors, and culture. Beading and sewing have been traditional methods for your people to clothe and decorate themselves. This practice allows you to learn from your elders and hear their stories.</i>
You learn a dance in your local traditional dance group to perform at a celebration.	Self-sufficiency and Hard Work Family Relations and Unity Village Cooperation and Responsibility to Village Sharing and Caring Respect for Knowledge & Wisdom from Life Experiences Practice of Native Traditions Honoring Ancestors Spirituality	<i>You learn the dance and connect to the ways of your Ancestors. You are strong as you practice and memorize the movements. You listen and watch your teachers with respect. You do your best to show strength of spirit and respect.</i>
You say “thank you” to the blueberry bushes as you pick the beautiful berries.	Self-sufficiency and Hard Work Care and Provision for the Family Sharing and Caring Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>We are grateful for the land and the plants and animals that sustain us. We take care of them so they will provide for us in the future. Saying thank you as you pick shows respect and is what our Ancestors did.</i>
You carefully fold and put away your regalia (traditional clothes) after performing so that it stays in good condition.	Respect for Knowledge & Wisdom from Life Experiences Practice of Native Traditions Honoring Ancestors Spirituality	<i>You show respect to tradition and the ways of the Ancestors through how you care for your regalia. Your regalia represents your connection to your family and clan. You treat it with respect.</i>

(Continues)

Action	Possible Values that Connect	Discussion Suggestions
You wait quietly while your aunties visit, even though it feels like it is taking a long time.	Family Relations and Unity Sharing and Caring Respect for Elders and Others Respect for Knowledge & Wisdom from Life Experiences Practice of Native Traditions	<i>You show respect and generosity by waiting patiently for your aunties to finish visiting. It is one way to show love. It promotes peace and harmony.</i>
You help carry heavy bins of firewood and stack it in the shed at your neighbor's house.	Self-sufficiency and Hard Work Care and Provision for the Family Village Cooperation and Responsibility to Village Sharing and Caring Respect for Elders and Others Respect for the Land and Nature Practice of Native Traditions	<i>You use the strength of your body to support family and community. You show respect for your family as you are generous with helping a neighbor. You promote peace and harmony in your community when you help others.</i>
You enjoy being on the land as you hike to a favorite place you can look out to see the ocean.	Respect for Knowledge & Wisdom from Life Experiences Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>You keep your body in shape and your mind and spirit healthy when you spend time on the land. Connecting with the land and the beauty around you connects you to the land and to your Ancestors.</i>
You joke around with your brother or sister to help them feel better when you see they are a little sad.	Care and Provision for the Family Family Relations and Unity Love for Children Humor Sharing and Caring Respect for Elders and Others Practice of Native Traditions	<i>Using humor to cheer someone up shows your love and caring for them. It promotes peace and harmony. It shows you respect them.</i>
You listen as an Elder shares a story, and think about what the story means.	Family Relations and Unity Village Cooperation and Responsibility to Village Honesty and Fairness Sharing and Caring Respect for Elders and Others Respect for Knowledge & Wisdom from Life Experiences Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>Traditional stories are one way our Ancestors passed down information to us on how to be and live. The meaning of the stories isn't always easy to see, so it is good to take time to think about them, and know there are important lessons in the stories. Connecting to the stories connects us to our Ancestors and our Elders, and shows respect for the knowledge they share.</i>
You choose your words carefully so as not to hurt your friend's feelings when telling them you cannot go with them on a trip.	Family Relations and Unity Honesty and Fairness Sharing and Caring Respect for Elders and Others	<i>You show respect to your friend by considering their feelings and choosing your words carefully. You can let them know you do care for them, but you will have to go with them another time.</i>



Students place each of the **decision cards** in the center of their compass and ask themselves, “Which values help me decide what to do?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Decision	Possible Values that Connect	Discussion Suggestions
Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.	Self-sufficiency and Hard Work Care and Provision for the Family Family Relations and Unity Village Cooperation and Responsibility to Village Respect for Elders and Others	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.	Self-sufficiency and Hard Work Care and Provision for the Family Honesty and Fairness Respect for Knowledge & Wisdom from Life Experiences Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>In our tradition, we take care of the plants that provide for us. We show respect through our actions. We can slow down, and only pick the number of berries we can doing it the right and respectful way. We are stewards of the land, and need to show that respect and reverence for our Creator.</i>
Your uncle and you are hunting, and he wounds a moose. It is early afternoon, and a long way to walk home, and it has started to rain. Do you track it, even if it means getting home late?	Self-sufficiency and Hard Work Care and Provision for the Family Village Cooperation and Responsibility to Village Honesty and Fairness Sharing and Caring Respect for Knowledge & Wisdom from Life Experiences Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>You know it is important to follow the moose so it is not wasted. It will take strength, courage, working together, patience, and listening to your uncle to find and bring home the animal. It is the way of our Ancestors.</i>
A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.	Self-sufficiency and Hard Work Village Cooperation and Responsibility to Village Honesty and Fairness Respect for Elders and Others Practice of Native Traditions Honoring Ancestors	<i>If you share, are you respecting yourself? Are you respecting what the Elders would want you to do? If you say no, and stand up for what you feel is right, you are being strong and having courage. You could choose your words carefully as you tell them no, to maintain peace and harmony.</i>

(Continues)

Decision	Possible Values that Connect	Discussion Suggestions
Your friend is angry and upset, and they show this by yelling and throwing things.	Care and Provision for the Family Family Relations and Unity Love for Children Humor Honesty and Fairness Sharing and Caring Respect for Knowledge & Wisdom from Life Experiences Practice of Native Traditions Honoring Ancestors	<i>You can choose how you respond. You can choose your words, use humor, and have courage to be with your friend when they are upset. You can show that you care for them, and work to restore harmony through your words and by being with them.</i>
At school, a classmate makes fun of your friend in a way that hurts their feelings.	Care and Provision for the Family Family Relations and Unity Love for Children Village Cooperation and Responsibility to Village Honesty and Fairness Sharing and Caring Respect for Elders and Others	<i>You think before you respond. You are loyal to your friend, and want to do the right thing. You can show your friend you care, and show them support. You choose carefully how you respond to your classmate, as you want to maintain peace and harmony. You can choose how you act, even if others are not showing respect.</i>
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.	Family Relations and Unity Love for Children Village Cooperation and Responsibility to Village Sharing and Caring Respect for Elders and Others Respect for Knowledge & Wisdom from Life Experiences Practice of Native Traditions Honoring Ancestors Spirituality	<i>You enjoy the dance group, and feel connected to the group and what you are learning. Your dancing connects you to the Ancestors and pride in your family and clan. If that is more important than what your friend wants, you can use your words carefully and explain that you do not want to miss it, and you can do something with them another time.</i>
Your dad has harvested a moose. After giving thanks to the moose for giving itself to your family, your whole family comes together to process the meat.	Self-sufficiency and Hard Work Care and Provision for the Family Family Relations and Unity Village Cooperation and Responsibility to Village Sharing and Caring Respect for Elders and Others Respect for Knowledge & Wisdom from Life Experiences Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>According to traditional values, it is essential to share your first catch as a sign of respect and reverence for the land and your elders. You are showing the animal and your community that you value and honor them.</i>

*(Continues)*

Decision	Possible Values that Connect	Discussion Suggestions
You have harvested your first salmon. You are very proud of your catch. Per tradition, you will have to give your treasured salmon to an Elder.	Family Relations and Unity Village Cooperation and Responsibility to Village Sharing and Caring Respect for Elders and Others Practice of Native Traditions Honoring Ancestors Spirituality	<i>Memorial potlatches are a way of remembering and letting go of a loved one who has passed away. Family members come together to contribute and honor their lost relative. As a way of showing respect and thanks to the community, small gifts are given away. Children are an active part of this process, helping and participating</i>
During your family's memorial potlatch, you are tasked with handing out small gifts to community members. You are happy and excited to help and share with your family and community.	Self-sufficiency and Hard Work Care and Provision for the Family Family Relations and Unity Village Cooperation and Responsibility to Village Honesty and Fairness Sharing and Caring Respect for Elders and Others Respect for the Land and Nature Practice of Native Traditions Honoring Ancestors Spirituality	<i>Each family member has a part in the process of the moose meat. From dressing and carrying the moose out of the field to cleaning, processing, packaging, and storing the meat. Each member who has helped will get a portion of the meat. Your job is to take the packaged meat to the freezer at the end of the assembly line. You love the gathering of family, the stories, and time together working as a unit</i>

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## The Iñupiaq Values

**KNOWLEDGE OF LANGUAGE:** A heritage gift and responsibility to express and learn the cultural viewpoint.

**SHARING:** A foundational value based on distributing part of what is gathered or known among the people for ensuring a holistic survival.

**RESPECT FOR OTHERS:** To be truthful with others and respectful of property. To enhance strengths and not judge weaknesses.

**COOPERATION:** To willingly do things together for the common good of all.

**RESPECT FOR ELDERS:** To assist and appreciate the wisdom, inner-strength, and learn from the life experience skills of our older people.

**LOVE FOR CHILDREN:** God's gift for the future survival of the Iñupiat heritage.

**HARD WORK:** The on-going use of mental skills or physical strength to get things done.

**KNOWLEDGE OF FAMILY TREE:** To know all of your relatives, extended family and ancestors.

**AVOID CONFLICT:** To think before you act. This requires patience, reaching consensus and extending and maintaining mutual respect.

**RESPECT FOR NATURE:** Being aware of, and kind to the earth's plants, natural resources and animals. To understand earth's seasons and to protect nature for our children's use.

**SPIRITUALITY:** A personal belief in a Higher Power. Our human connection with all things.

**HUMOR:** To appreciate the comical and amusing side of life. To laugh at ourselves as well as with others.

**FAMILY ROLES:** To know our responsibility as a family and extended family member. To accept communication as a foundation in learning the roles and strengths.

**HUNTER SUCCESS:** The ability to hunt and survive in any setting. To learn self-reliance and discipline for the purpose of providing for family and the community in a world of changing resources.

**DOMESTIC SKILLS:** To appreciate and perform the roles of home and family duties in both the traditional and western lifestyles.

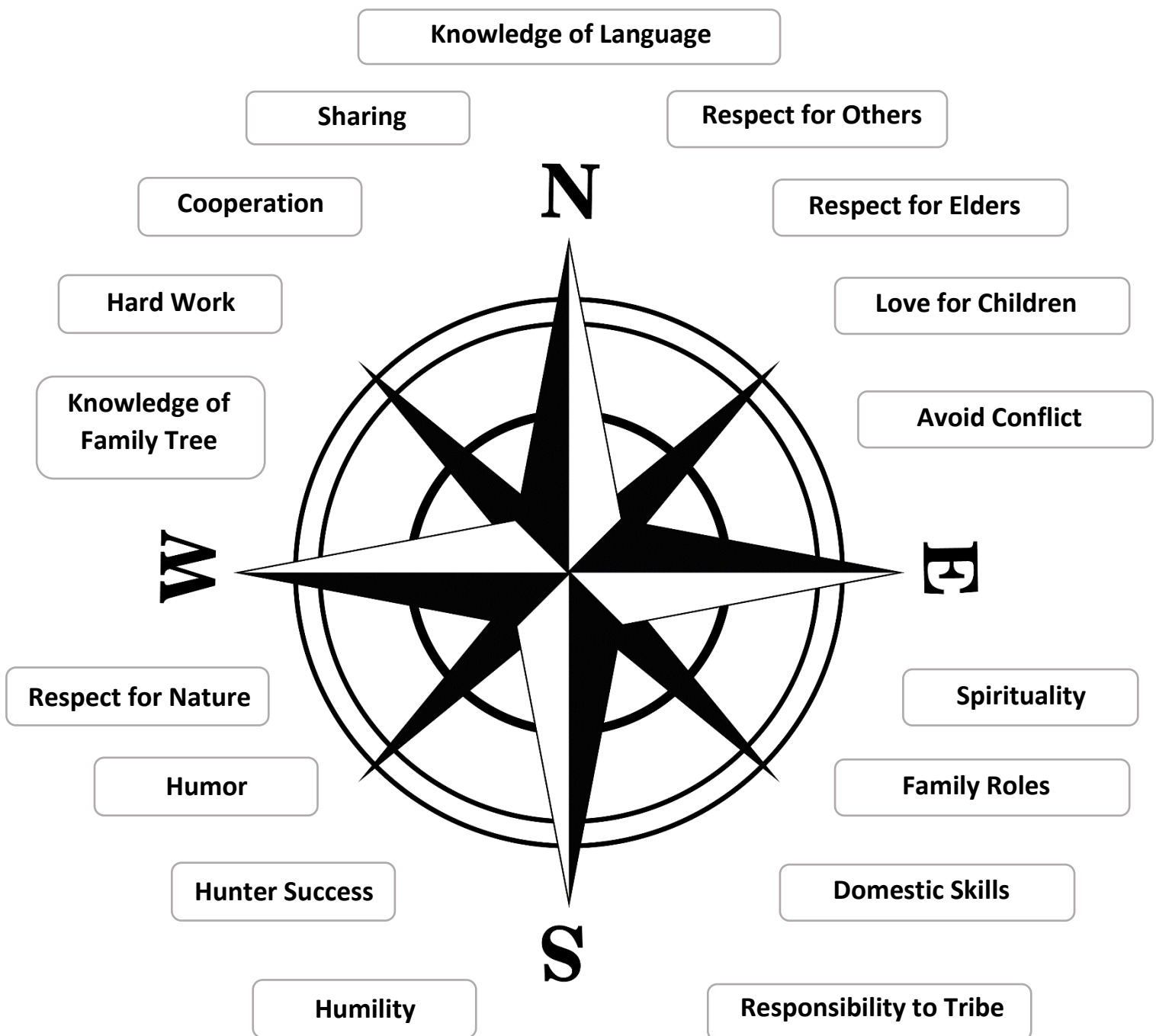
**HUMILITY:** To be modest and not boastful. Actions speak louder than words.

**RESPONSIBILITY TO TRIBE:** To contribute, to be trustworthy, to be reliable, to know right from wrong, and to be answerable to all people of the community.

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## Iñupiaq Values Compass

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Source: Alaska Native Knowledge Network: <http://www.ankn.uaf.edu/ancr/Values/inupiaq.html>

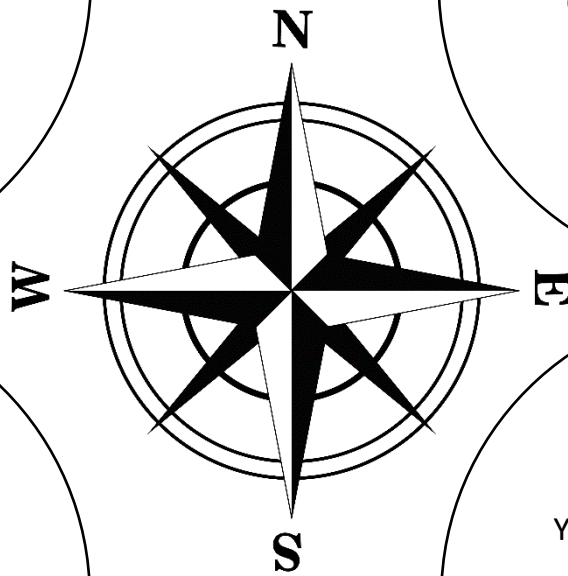
Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values,  
2025, Van Den Berg / Gage UAA Center for Human Development

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**Iñupiaq Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I living  
when I do this?**



You go over to your aunt's house after school each day to help her feed her sled dogs. It's part of your chores.

You learn a dance in your local traditional dance group to perform at a celebration.

You say "thank you" to the blueberry bushes as you pick the beautiful berries.

You carefully fold and put away your regalia after performing so that it stays in good condition.

You wait quietly while your aunties visit, even though it feels like it is taking a long time.

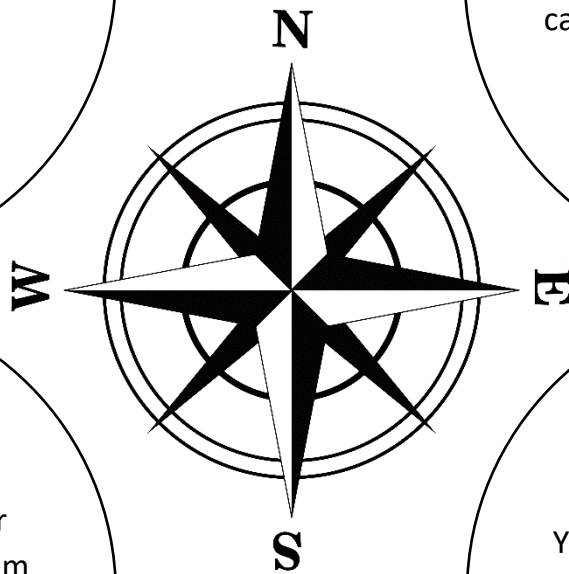
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**Iñupiaq Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I  
living when I do this?**

You help carry heavy bins of  
firewood and stack it in the shed  
at your neighbor's house.

You enjoy being on the land as  
you hike to a favorite place you  
can look out to see the ocean.



You joke around with your  
brother or sister to help them  
feel better when you see they  
are a little sad.

You listen as an Elder shares a  
story, and think about what the  
story means.

You choose your words carefully  
so as not to hurt your friend's  
feelings when telling them you  
cannot go with them on a trip.

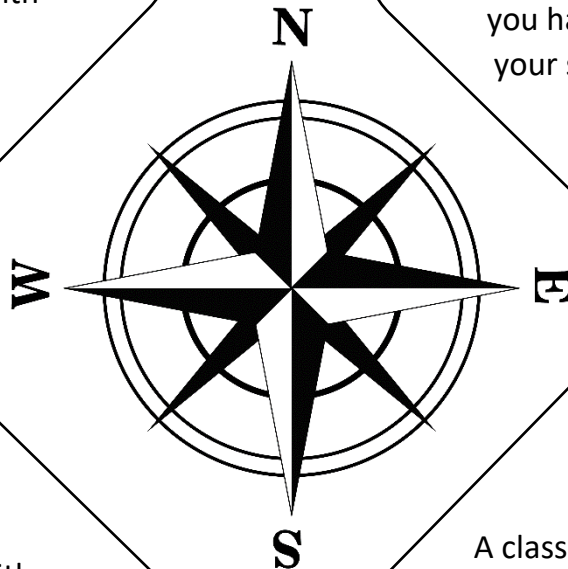
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**Iñupiaq Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.

You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.



You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.

A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.

Your friend is angry and upset, and they show this by yelling and throwing things.

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**Iñupiaq Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

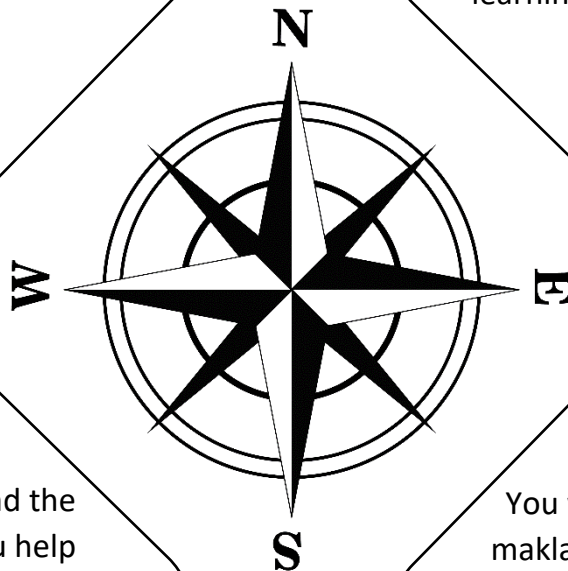
At school, a classmate makes fun of your friend in a way that hurts their feelings.

Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.

The ice is breaking up and the herring are running. You help your dad throw out a net to catch the herring. You also work together to clean, process, store or give away all of the herring that you caught.

You watch your grandma sew maklaks the traditional way she learned from her mother, using traditional tools. As you make your own, you think of a faster way that's different from how you were taught.

After a snowstorm, you notice several neighbors whose steps are covered in snow. You go around to your neighbors and ask them if you can shovel their steps to help them.



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## Iñupiaq Native Values Activity Discussion

Students place each of the **action cards** in the center of their compass and ask themselves, “Which values am I living when I do this?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Action	Possible Values that Connect	Discussion Suggestions
You go over to your aunt's house after school each day to help her feed her sled dogs. It's part of your chores.	Respect for others Cooperation Respect for Elders Hard work Respect for nature Spirituality Family Roles Humility	<i>You enjoy helping your aunt feed and care for her sled dogs. You enjoy connecting with the dogs and know each of them well. You also enjoy that you can help your aunt as well as the dogs.</i>
You learn a dance in your local traditional dance group to perform at a celebration.	Knowledge of language Respect for others Cooperation Respect for Elders Hard work Spirituality Responsibility to Tribe	<i>You learn the dance and connect to the ways of your Ancestors. You are strong as you practice and memorize the movements. You listen and watch your teachers with respect. You do your best to show strength of spirit and respect.</i>
You say “thank you” to the blueberry bushes as you pick the beautiful berries.	Knowledge of language Respect for others Cooperation Respect for nature Spirituality Humility Responsibility to Tribe	<i>We are grateful for the land and the plants and animals that sustain us. We take care of them so they will provide for us in the future. Saying thank you as you pick shows respect and is what our Ancestors did.</i>
You carefully fold and put away your traditional clothes after performing so that it stays in good condition.	Hard work Spirituality Family Roles Domestic skills Humility	<i>You show respect to tradition and the ways of the Ancestors through how you care for your regalia. Your regalia represents your connection to your family and clan. You treat it with respect.</i>
You wait quietly while your aunts visit, even though it feels like it is taking a long time.	Respect for others Cooperation Respect for Elders Knowledge of family tree Avoid conflict Family Roles Humility Responsibility to Tribe	<i>You show respect and generosity by waiting patiently for your aunts to finish visiting. It is one way to show love. It promotes peace and harmony.</i>

*(Continues)*

Action	Possible Values that Connect	Discussion Suggestions
You help carry heavy bins of firewood and stack it in the shed at your neighbor's house.	Respect for others Cooperation Respect for Elders Hard work Respect for nature Spirituality Family Roles Humility Responsibility to Tribe	<i>You use the strength of your body to support family and community. You show respect for your family as you are generous with helping a neighbor. You promote peace and harmony in your community when you help others.</i>
You enjoy being on the land as you hike to a favorite place you can look out to see the ocean.	Respect for nature Spirituality Humility Responsibility to Tribe	<i>You keep your body in shape and your mind and spirit healthy when you spend time on the land. Connecting with the land and its beauty grounds you and connects you to the land and your Ancestors.</i>
You joke around with your brother or sister to help them feel better when you see they are a little sad.	Respect for others Cooperation Love for children Avoid conflict Humor Family Roles	<i>Using humor to cheer someone up shows your love and caring for them. It promotes peace and harmony. It shows you respect them.</i>
You listen as an Elder shares a story, and think about what the story means.	Knowledge of language Respect for others Cooperation Respect for Elders Respect for nature Spirituality Humor Humility Responsibility to Tribe	<i>Traditional stories are one way our Ancestors passed down information to us on how to be and live. The meaning of the stories isn't always easy to see, so it is good to take time to think about them, and know there are important lessons in the stories. Connecting to the stories connects us to our Ancestors and our Elders, and shows respect for the knowledge they share.</i>
You choose your words carefully so as not to hurt your friend's feelings when telling them you cannot go with them on a trip.	Respect for others Avoid conflict Humility Responsibility to Tribe	<i>You show respect to your friend by considering their feelings and choosing your words carefully. You can let them know you do care for them, but you will have to go with them another time.</i>

*(Continues)*

Students place each of the **decision cards** in the center of their compass and ask themselves, “Which values help me decide what to do?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Decision	Possible Values that Connect	Discussion Suggestions
Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.	Respect for others Cooperation Respect for Elders Hard work Avoid conflict Family Roles Humility Responsibility to Tribe	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.	Hard work Respect for nature Spirituality Humility	<i>In our tradition, we take care of the plants that provide for us. We show respect through our actions. We can slow down, and only pick the number of berries we can doing it the right and respectful way. We are stewards of the land, and need to show that respect and reverence for our Creator.</i>
You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.	Respect for others Respect for Elders Hard work Avoid conflict Humility Responsibility to Tribe	<i>If you share, are you respecting yourself? Are you respecting what the Elders would want you to do? If you say no, and stand up for what you feel is right, you are being strong and having courage. You could choose your words carefully as you tell them no, to maintain peace and harmony.</i>
A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.	Respect for others Cooperation Humor Humility Responsibility to Tribe	<i>You can choose how you respond. You can choose your words, use humor, and have courage to be with your friend when they are upset. You can show that you care for them, and work to restore harmony through your words and by being with them.</i>

(Continues)

Decision	Possible Values that Connect	Discussion Suggestions
Your friend is angry and upset, and they show this by yelling and throwing things.	Respect for others Cooperation Avoid conflict Humility Responsibility to Tribe	<i>You think before you respond. You are loyal to your friend, and want to do the right thing. You can show your friend you care, and show them support. You choose carefully how you respond to your classmate, as you want to maintain peace and harmony. You can choose how you act, even if others are not showing respect.</i>
At school, a classmate makes fun of your friend in a way that hurts their feelings.	Respect for others Cooperation Respect for Elders Hard work Avoid conflict Family Roles Humility Responsibility to Tribe	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.	Knowledge of language Respect for others Cooperation Respect for Elders Hard work Avoid conflict Spirituality Humility Responsibility to Tribe	<i>You enjoy the dance group, and feel connected to the group and what you are learning. Your dancing connects you to the Ancestors and pride in your family and clan. If that is more important than what your friend wants, you can use your words carefully and explain that you do not want to miss it, and you can do something with them another time.</i>
After a snowstorm, you notice several neighbors whose steps are covered in snow. You go around to your neighbors and ask them if you can shovel their steps to help them.	Respect for others Cooperation Respect for Elders Hard work Humility Responsibility to Tribe	<i>You like to help your neighbors out when you can, and after a snowstorm, many need help to clear the snow from their doors and steps. They are happy for your help, as clearing snow can be physically demanding</i>

*(Continues)*

Decision	Possible Values that Connect	Discussion Suggestions
You watch your grandma sew maklaks the traditional way she learned from her mother, using traditional tools. As you make your own, you think of a faster way that's different from how you were taught.	Respect for others Cooperation Respect for Elders Hard work Spirituality Family Roles Domestic skills Humility Responsibility to Tribe	<i>The ways of the Ancestors were developed over thousands of years, and are done for a reason. It is more important to have a good result, and to listen and put in the time needed. It shows respect to your grandmother, Elders, and your family when you are disciplined and follow the ways she has taught you.</i>
The ice is breaking up and the herring are running. You help your dad throw out a net to catch the herring. You work together to clean, process, store or give away all of the herring that you caught.	Respect for others Cooperation Respect for Elders Hard work Respect for nature Spirituality Hunter success Responsibility to Tribe	<i>Spring break-up is an exciting time of the year, and the herring is a treat that you and your family look forward to harvesting. This signals a change in the season, and you enjoy providing for the elders in your village</i>

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# SOUTHEAST TRADITIONAL TRIBAL VALUES IN TLINGIT

## Haa Kusteeeyí “Our Way of Life”

### Discipline and Obedience to the Traditions of our Ancestors

Kaa wudujeeeyí ka kaa x’éix dus.aaxí ch’áagu haa  
shagóonx’ich kusteeeyí  
*(Discipline and obedience to the  
traditions of our ancestors)*

### Respect for Self, Elders and Others

Sh yáa ayakdané ka ldakát káa yáa at uwanéi  
*(Self-respect and respect for everyone)*

### Respect for Nature and Property

Ldakát át a yáa ayaduwanéi  
*(All things are respected)*

### Patience

Tlél kútx i yáa wdawóodlik  
*(Have patience [don’t be in a hurry])*

### Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity

Toowú klagé haa t’aakx’í, ka haa naax sateeyí,  
ka haa kusteeeyí  
*(Pride in our family and our clan and our traditions)*

Wooch eenx haa isteeyí, wooch dusxáni, wooch  
éet wutudasheeyí  
*(When we’re together, we love each other,  
we help each other)*

### Be Strong in Mind, Body and Spirit

Yee toowú klatseen  
*(Be strong)*

### Humor

Lishoogú át kanaylaneek  
*(Tell funny stories)*

### Hold Each Other Up

Dikéex’ wooch gayilsháat  
*(Hold each other up)*

### Listen Well and with Respect

K’idéin at sa.áx ka a yáa awuné  
wáa sá i daa yadukaayí  
*(Listen well and respect what people say to you)*

### Speak with Care

Tula.aan tin yóo x’adutaan  
*(People speak with care)*

### We are Stewards of the Air, Land and Sea

A káx yan aydél wé tl’átgi  
*(Take care of the land)*

### Reverence for Our Creator

Yáa at wuné haa Aan Káawu jeeyís  
*(Reverence for our creator)*

### Live in Peace and Harmony

Wóoch een kayéix yáx nagatee  
*(Let there be peace and harmony  
among each other)*

### Be Strong and Have Courage

Yee gu.aa yáx x’wán  
*(Have courage)*

The Southeast Traditional Tribal Values were developed, adapted and approved at the “2004 Elders Forum on Traditional Values,” sponsored by Central Council Tlingit and Haida Indian Tribes of Alaska, Circles of Care, SAMHSA Substance Abuse Planning Project, Elderly Nutrition Program, Johnson O’Malley Program and Alaska Rural Systemic Initiative, Alaska Association of School Boards.



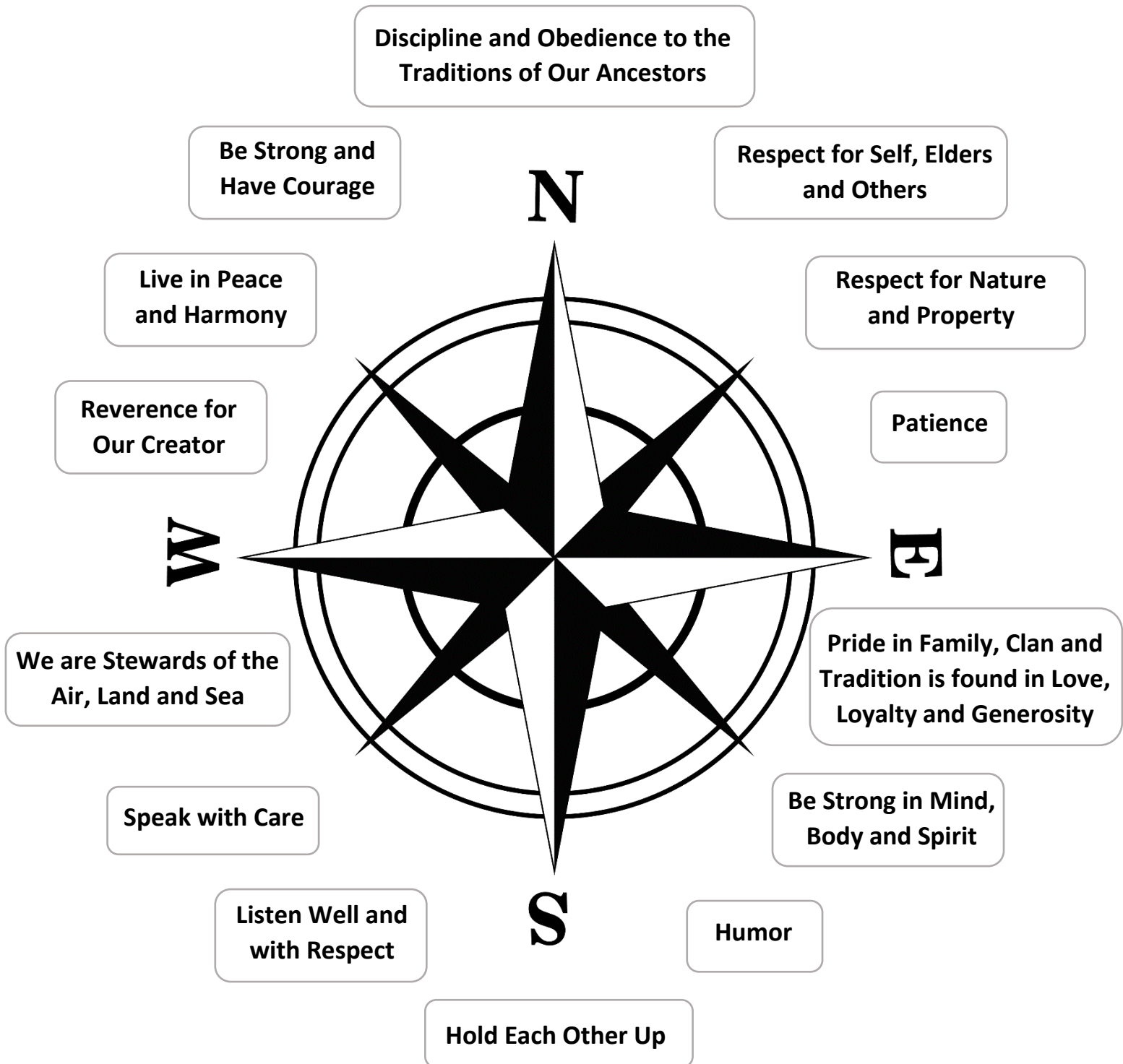
These traditional values were translated into Tlingit by Elders/fluent speakers of Tlingit through Goldbelt Heritage Foundation under a project funded by the Administration for Native Americans. Traditional values in English are from the original document.

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## Tlingit, Haida, and Tsimshian (Southeast Alaska) Values Compass

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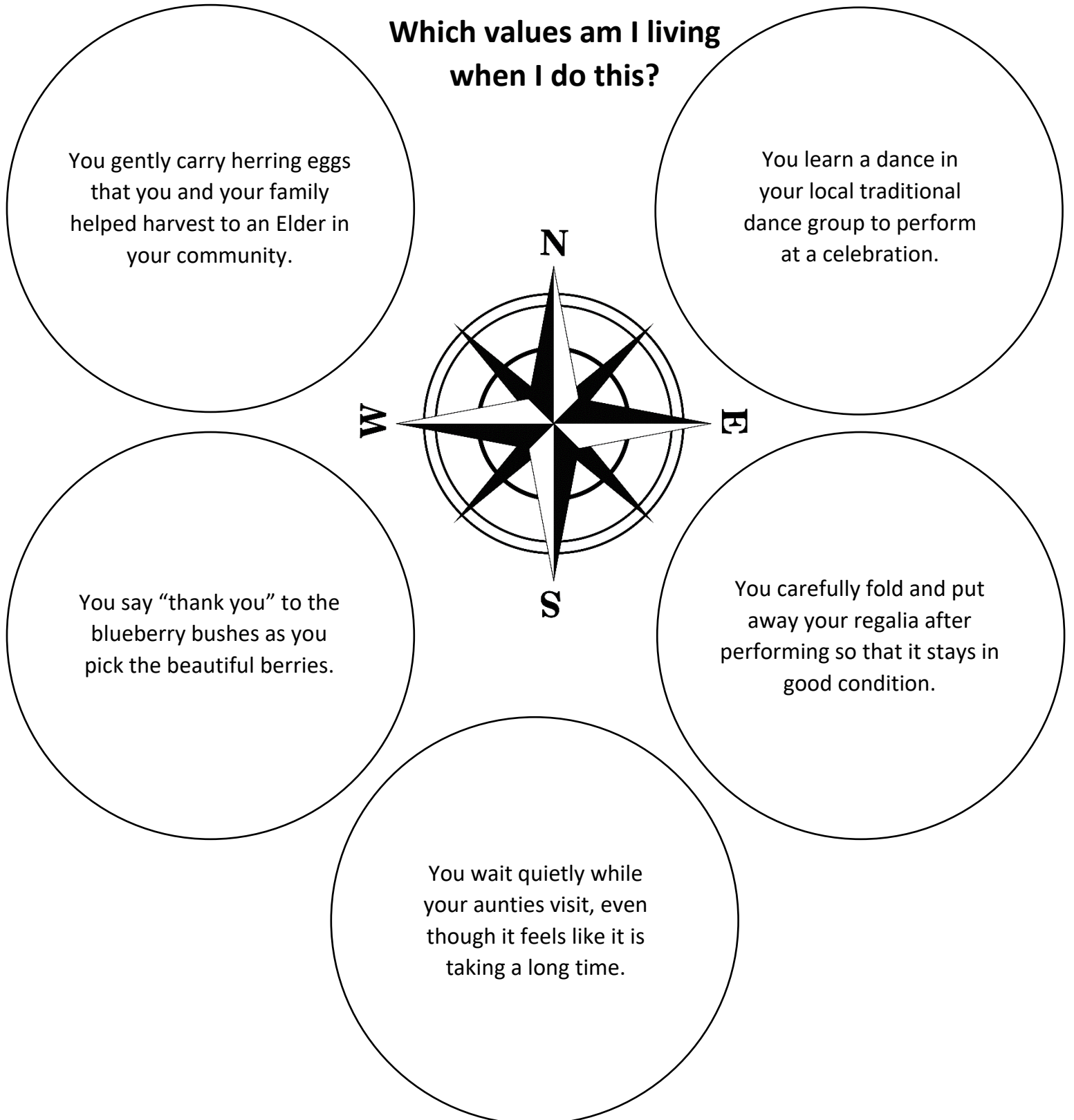
*Southeast Traditional Tribal Values developed, adapted and approved at 2004 Elders forum on Traditional Values*

Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values,  
2025, Van Den Berg / Gage UAA Center for Human Development

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**Southeast Alaska Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I living  
when I do this?**



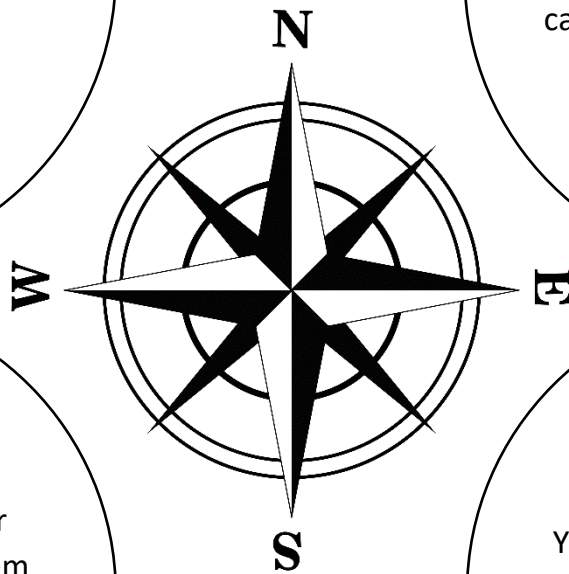
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You help carry heavy bins of  
firewood and stack it in the shed  
at your neighbor's house.

You enjoy being on the land as  
you hike to a favorite place you  
can look out to see the ocean.



You joke around with your  
brother or sister to help them  
feel better when you see they  
are a little sad.

You listen as an Elder shares a  
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You choose your words carefully  
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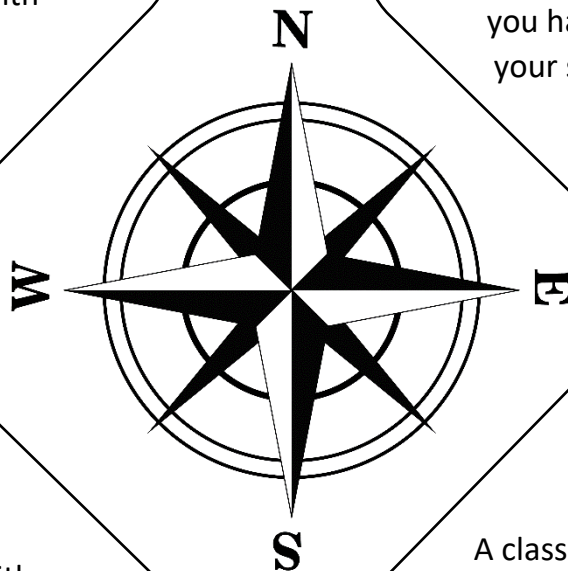
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**Southeast Alaska Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.

You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.



You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.

A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.

Your friend is angry and upset, and they show this by yelling and throwing things.

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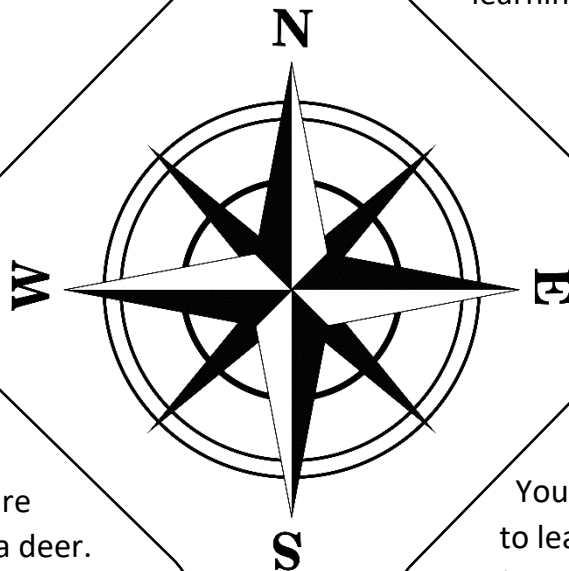


**Southeast Alaska Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

### Which values help me decide what to do?

At school, a classmate makes fun  
of your friend in a way that hurts  
their feelings.

Your friend wants you to skip  
your traditional dance practice,  
but you are looking forward to  
learning and practicing with your  
dance group.



Your uncle and you are  
hunting, and he wounds a deer.  
It is early afternoon, and a long way to  
walk home, and it has started to rain.  
Do you track it, even if it means  
getting home late?

You watch your grandfather  
to learn how to carve. He uses  
traditional tools and ways he learned  
from his uncle. You are carving a mask  
and think of a way to get it done  
faster, that is not how  
you were taught.

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## Southeast Alaska Native Values Activity Discussion

Students place each of the **action cards** in the center of their compass and ask themselves, “Which values am I living when I do this?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Action	Possible Values that Connect	Discussion Suggestions
You gently carry herring eggs that you and your family helped harvest to an Elder in your community.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Nature and Property Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Be Strong in Mind, Body and Spirit Hold Each Other Up We are Stewards of the Air, Land and Sea Reverence for Our Creator Live in Peace and Harmony Be Strong and Have Courage	<i>You show your respect for nature and the traditions of harvest and sharing in the wealth of the harvest by helping with the herring. You show respect for nature and property by being careful with the herring branches. You show generosity and love through your actions, which reflects well on your family and clan.</i>
You learn a dance in your local traditional dance group to perform at a celebration.	Discipline and Obedience to the Traditions of Our Ancestors Patience Be Strong in Mind, Body and Spirit Listen Well and with Respect Be Strong and Have Courage	<i>You learn the dance and connect to the ways of your Ancestors. You are strong as you practice and memorize the movements. You listen and watch your teachers with respect. You do your best to show strength of spirit and respect.</i>
You say “thank you” to the blueberry bushes as you pick the beautiful berries.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Respect for Nature and Property We are Stewards of the Air, Land and Sea Reverence for Our Creator	<i>We are grateful for the land and the plants and animals that sustain us. We take care of them so they will provide for us in the future. Saying thank you as you pick shows respect and is what our Ancestors did.</i>
You carefully fold and put away your regalia after performing so that it stays in good condition.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Respect for Nature and Property	<i>You show respect to tradition and the ways of the Ancestors through how you care for your regalia. Your regalia represents your connection to your family and clan. You treat it with respect.</i>

(Continues)

Action	Possible Values that Connect	Discussion Suggestions
You wait quietly while your aunties visit, even though it feels like it is taking a long time.	Respect for Self, Elders and Others Patience Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Listen Well and with Respect Live in Peace and Harmony	<i>You show respect and generosity by waiting patiently for your aunties to finish visiting. It is one way to show love. It promotes peace and harmony.</i>
You help carry heavy bins of firewood and stack it in the shed at your neighbor's house.	Respect for Self, Elders and Others Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Be Strong in Mind, Body and Spirit Hold Each Other Up Live in Peace and Harmony	<i>You use the strength of your body to support family and community. You show respect for your family as you are generous with helping a neighbor. You promote peace and harmony in your community when you help others.</i>
You enjoy being on the land as you hike to a favorite place you can look out to see the ocean.	Be Strong in Mind, Body and Spirit We are Stewards of the Air, Land and Sea Reverence for Our Creator	<i>You keep your body in shape and your mind and spirit healthy when you spend time on the land. Connecting with the land and the beauty around you connects you to the land and to your ancestors.</i>
You joke around with your brother or sister to help them feel better when you see they are a little sad.	Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Humor Hold Each Other Up Listen Well and with Respect Speak with Care Live in Peace and Harmony	<i>Using humor to cheer someone up shows your love and caring for them. It promotes peace and harmony. It shows you respect them.</i>
You listen as an Elder shares a story, and think about what the story means.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Patience Be Strong in Mind, Body and Spirit Humor Listen Well and with Respect	<i>Traditional stories are how our Ancestors passed down knowledge about how to live and be. The lessons aren't always obvious, so it helps to take time to reflect. By connecting to these stories, we honor our Elders and the wisdom they share.</i>
You choose your words carefully so as not to hurt your friend's feelings when telling them you cannot go with them on a trip.	Respect for Self, Elders and Others Hold Each Other Up Speak with Care Live in Peace and Harmony Be Strong and Have Courage	<i>You show respect to your friend by considering their feelings and choosing your words carefully. You can let them know you do care for them, but you will have to go with them another time.</i>

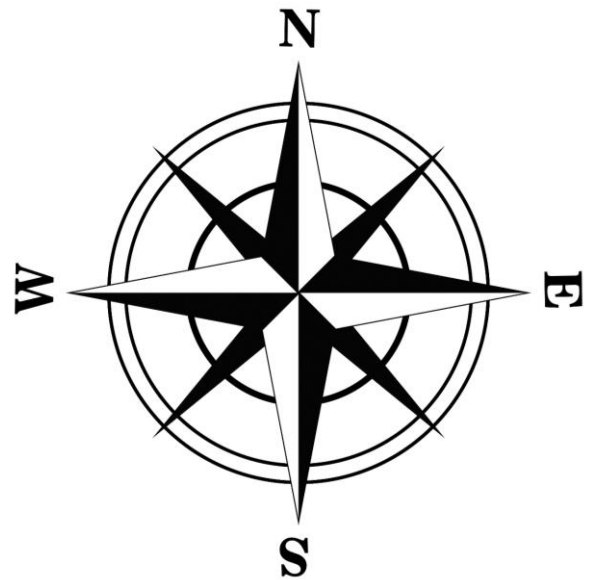
Students place each of the **decision cards** in the center of their compass and ask themselves, “Which values help me decide what to do?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Decision	Possible Values that Connect	Discussion Suggestions
Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.	Respect for Self, Elders and Others Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Hold Each Other Up Listen Well and with Respect Live in Peace and Harmony	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Respect for Nature and Property Patience Be Strong in Mind, Body and Spirit We are Stewards of the Air, Land and Sea Reverence for Our Creator	<i>In our tradition, we take care of the plants that provide for us. We show respect through our actions. We can slow down, and only pick the number of berries we can doing it the right and respectful way. We are stewards of the land, and need to show that respect and reverence for our Creator.</i>
You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.	Be Strong in Mind, Body and Spirit Humor We are Stewards of the Air, Land and Sea Reverence for Our Creator Be Strong and Have Courage	<i>You can be strong and have courage. You can feel connected to the land and know you are safe. You can use humor with yourself to calm down and avoid panic. You can use your strength of mind, body, and spirit to decide the best thing to do next.</i>
A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.	Respect for Self, Elders and Others Be Strong in Mind, Body and Spirit Speak with Care Live in Peace and Harmony Be Strong and Have Courage	<i>If you share, are you respecting yourself or respecting what the Elders would want you to do? If you say no, and stand up for what you feel is right, you are being strong and having courage. You can choose your words carefully to maintain peace and harmony.</i>
Your friend is angry and upset, and they show this by yelling and throwing things.	Respect for Nature and Property Humor Hold Each Other Up Speak with Care Live in Peace and Harmony Be Strong and Have Courage	<i>You can choose how you respond. You can have courage to be with your friend when they are upset. You can show that you care for them, and work to restore harmony through your words, humor, and by being with them.</i>

Decision	Possible Values that Connect	Discussion Suggestions
At school, a classmate makes fun of your friend in a way that hurts their feelings.	Respect for Self, Elders and Others Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Be Strong in Mind, Body and Spirit Humor Hold Each Other Up Speak with Care Live in Peace and Harmony Be Strong and Have Courage	<i>You think before you respond. You are loyal to your friend, and want to do the right thing. You can show your friend you care, and show them support. You choose carefully how you respond to your classmate, as you want to maintain peace and harmony. You can choose how you act, even if others are not showing respect.</i>
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Pride in Family, Clan and Tradition is found in Love, Loyalty and Generosity Be Strong in Mind, Body and Spirit Speak with Care Live in Peace and Harmony Be Strong and Have Courage	<i>You enjoy the dance group, and feel connected to the group and what you are learning. Your dancing connects you to the Ancestors and pride in your family and clan. If that is more important than what your friend wants, you can use your words carefully and explain that you do not want to miss it, and you can do something with them another time.</i>
Your uncle and you are hunting, and he wounds a deer. It is early afternoon, and a long way to walk home, and it has started to rain. Do you track it, even if it means getting home late?	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Respect for Nature and Property Patience Be Strong in Mind, Body and Spirit Hold Each Other Up Listen Well and with Respect We are Stewards of the Air, Land and Sea Reverence for Our Creator Be Strong and Have Courage	<i>You know it is important to follow the deer so it is not wasted. It will take strength, courage, working together, patience, and listening to your uncle to find and bring home the deer. It is the way of our Ancestors.</i>
You watch your grandfather carve using traditional tools, just as he learned from his uncle. While carving your own mask, you think of a faster way—but it's not the way you were taught.	Discipline and Obedience to the Traditions of Our Ancestors Respect for Self, Elders and Others Patience Be Strong in Mind, Body and Spirit Listen Well and with Respect Live in Peace and Harmony	<i>The ways of the Ancestors were developed over thousands of years, and are done for a reason. It is more important to have a good result, and to listen and put in the time needed. It shows respect to your grandfather, Elders, and your family when you are disciplined and follow the ways he has taught you.</i>

## Yup'ik Values

1. Ikayurtarluten yuullgutevnun  
*"Be helpful to one another"*
2. Elitnaurluki, tegumiaqluki-llu umyuaqegcicluki-llu Yupiitt piciryarit  
*"The Yup'ik way of life is to be taught with pride"*
3. Ilaten-llu angussaagucimaluki kesianek caiturcetevenaki  
*"Provide for and take good care of your family"*
4. Uuvqakiaqluten-llu yuullgutevnek piyugaaqavet  
*"Share possessions and knowledge with honor"*
5. Pissuryaraq ayanillerkaq yuilqumi elitnauraqluku  
*"Teach and learn outdoor survival and hunting skills"*
6. Qigcicluki-llu ciulirneret qanruyutait  
*"Respect your Elders' wisdom and knowledge"*
7. Caurailngarpeknaci pingnatugturluci  
*"Always trying, never without"*
8. Qigcicluki-llu yuullgutvet cautait  
*"Respect and care for other's property"*
9. Qigcicluku nunamta atullerkaa  
*"Have respect for our land and its resources"*



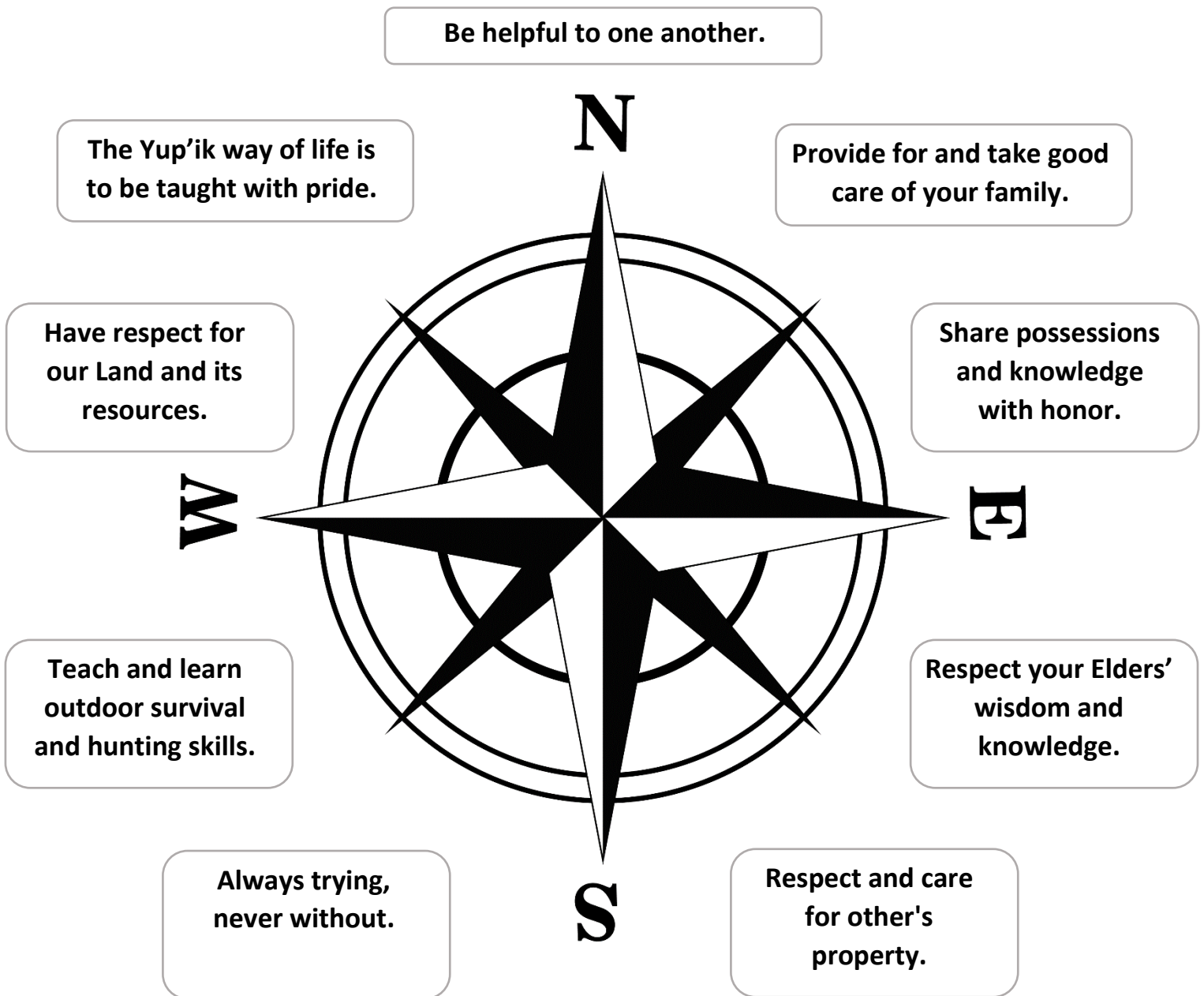
*Source: Dillingham School District Yup'ik Values of the Month*

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## Yup'ik Values Compass

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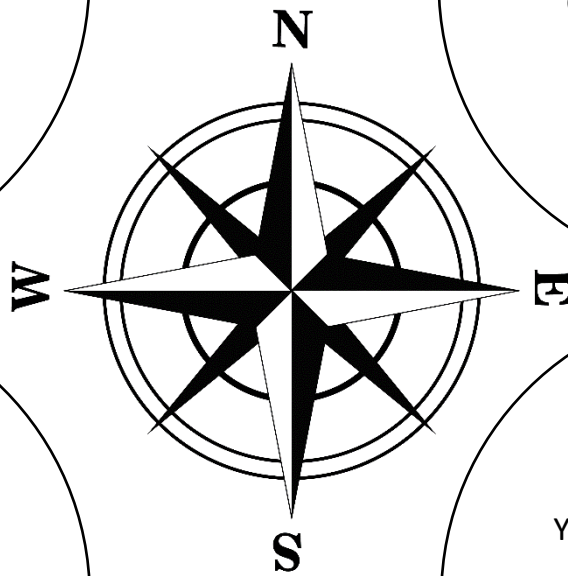
*Source: Dillingham School District Yup'ik Values of the Month*

Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values,  
2025, Van Den Berg / Gage UAA Center for Human Development

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**Yup'ik Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I living  
when I do this?**



You visit your grandma in the evening. She and your aunts are at the table beading and sewing. You want to learn, so your grandma gives you a needle, string, and beads. You quietly practice while listening to their stories.

You learn a dance in your local traditional dance group to perform at a celebration.

You say “thank you” to the blueberry bushes as you pick the beautiful berries.

You carefully fold and put away your regalia after performing so that it stays in good condition.

You wait quietly while your aunts visit, even though it feels like it is taking a long time.

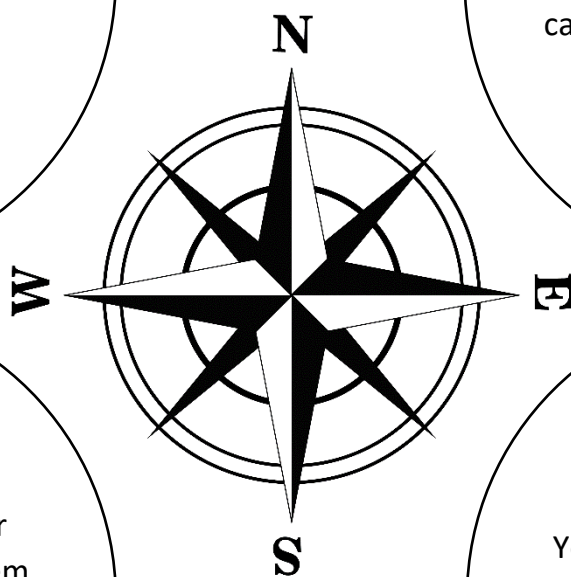
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**Yup'ik Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I  
living when I do this?**

You help carry heavy bins of  
firewood and stack it in the shed  
at your neighbor's house.

You enjoy being on the land as  
you hike to a favorite place you  
can look out to see the ocean.



You joke around with your  
brother or sister to help them  
feel better when you see they  
are a little sad.

You listen as an Elder shares a  
story, and think about what the  
story means.

You choose your words carefully  
so as not to hurt your friend's  
feelings when telling them you  
cannot go with them on a trip.

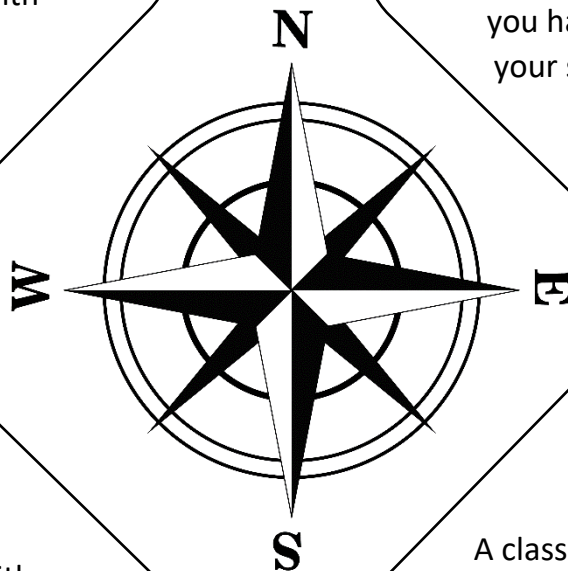
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**Yup'ik Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.

You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.



You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.

A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.

Your friend is angry and upset, and they show this by yelling and throwing things.

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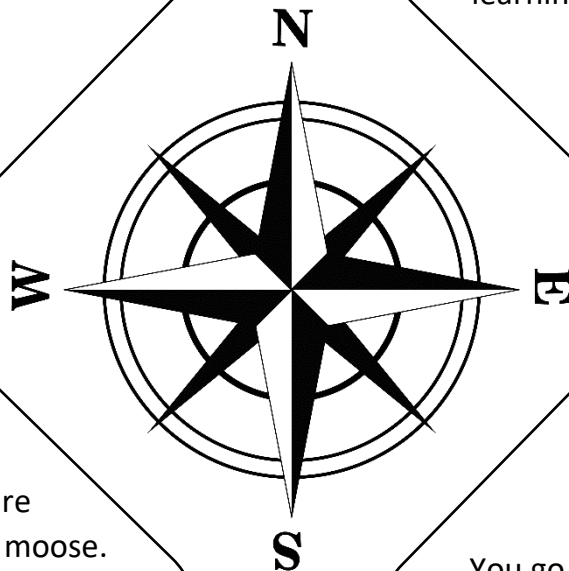


**Yup'ik Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

At school, a classmate makes fun of your friend in a way that hurts their feelings.

Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.



Your uncle and you are hunting, and he wounds a moose. It is early afternoon, and a long way to walk home, and it has started to rain. Do you track it, even if it means getting home late?

You go over to your aunt's house after school each day to help her feed her sled dogs. It's part of your chores.

After a snowstorm, you notice several neighbors whose steps are covered in snow. You go around to your neighbors and ask them if you can shovel their steps to help.

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## Yup'ik Native Values Activity Discussion

Students place each of the **action cards** in the center of their compass and ask themselves, “Which values am I living when I do this?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Action	Possible Values that Connect	Discussion Suggestions
You visit your grandma in the evening. She and your aunts are at the table beading and sewing. You want to learn, so your grandma gives you a needle, string, and beads. You quietly practice while listening to their stories.	“Be helpful to one another” “The Yup’ik way of life is to be taught with pride” “Provide for and take good care of your family” “Share possessions and knowledge with honor” “Respect your Elders’ wisdom and knowledge” “Respect and care for other's property” “Have respect for our land and its resources”	<i>Learning how to bead and sew fosters a deeper connection to your family, ancestors, and culture. Beading and sewing have been traditional methods for your people to clothe and decorate themselves. This practice allows you to learn from your elders and hear their stories.</i>
You learn a dance in your local traditional dance group to perform at a celebration.	“Be helpful to one another.” “The Yup’ik way of life is to be taught with pride” “Share possessions and knowledge with honor” “Respect your Elders’ wisdom and knowledge” “Always trying, never without”	<i>You learn the dance and connect to the ways of your Ancestors. You are strong as you practice and memorize the movements. You listen and watch your teachers with respect. You do your best to show strength of spirit and respect.</i>
You say “thank you” to the blueberry bushes as you pick the beautiful berries.	“Provide for and take good care of your family” “Always trying, never without” “Have respect for our land and its resources”	<i>We are grateful for the land and the plants and animals that sustain us. We take care of them so they will provide for us in the future. Saying thank you as you pick shows respect and is what our Ancestors did.</i>
You carefully fold and put away your traditional clothing after performing so that it stays in good condition.	“The Yup’ik way of life is to be taught with pride” “Share possessions and knowledge with honor” “Respect your Elders’ wisdom and knowledge” “Have respect for our land and its resources”	<i>You show respect to tradition and the ways of the Ancestors through how you care for your regalia. Your regalia represents your connection to your family and clan. You treat it with respect.</i>

(Continues)

Action	Possible Values that Connect	Discussion Suggestions
You wait quietly while your aunties visit, even though it feels like it is taking a long time.	"Be helpful to one another" "The Yup'ik way of life is to be taught with pride" "Share possessions and knowledge with honor" "Respect your Elders' wisdom and knowledge"	<i>You show respect and generosity by waiting patiently for your aunties to finish visiting. It is one way to show love. It promotes peace and harmony.</i>
You help carry heavy bins of firewood and stack it in the shed at your neighbor's house.	"Be helpful to one another" "Provide for and take good care of your family" "Share possessions and knowledge with honor" "Respect your Elders' wisdom and knowledge" "Always trying, never without" "Have respect for our land and its resources"	<i>You use the strength of your body to support family and community. You show respect for your family as you are generous with helping a neighbor. You promote peace and harmony in your community when you help others.</i>
You enjoy being on the Land as you hike to a favorite place you can look out to see the ocean.	"Share possessions and knowledge with honor" "Teach and learn outdoor survival and hunting skills" "Have respect for our land and its resources"	<i>You keep your body in shape and your mind and spirit healthy when you spend time on the land. Connecting with the land and the beauty around you connects you to the land and to your Ancestors.</i>
You joke around with your brother or sister to help them feel better when you see they are a little sad.	"Be helpful to one another" "Provide for and take good care of your family"	<i>Using humor to cheer someone up shows your love and caring for them. It promotes peace and harmony. It shows you respect them.</i>
You listen as an Elder shares a story, and think about what the story means.	"Be helpful to one another" "The Yup'ik way of life is to be taught with pride" "Share possessions and knowledge with honor" "Respect your Elders' wisdom and knowledge" "Have respect for our land and its resources"	<i>Traditional stories are one way our Ancestors passed down information to us on how to be and live. The meaning of the stories isn't always easy to see, so it is good to take time to think about them, and know there are important lessons in the stories. Connecting to the stories connects us to our Ancestors and our Elders, and shows respect for the knowledge they share.</i>
You choose your words carefully so as not to hurt your friend's feelings when telling them you cannot go with them on a trip.	"Be helpful to one another" "The Yup'ik way of life is to be taught with pride" "Provide for and take good care of your family" "Respect and care for other's property"	<i>You show respect to your friend by considering their feelings and choosing your words carefully. You can let them know you do care for them, but you will have to go with them another time.</i>

Students place each of the **decision cards** in the center of their compass and ask themselves, “Which values help me decide what to do?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Decision	Possible Values that Connect	Discussion Suggestions
Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.	“Be helpful to one another” “Provide for and take good care of your family” “Respect and care for other's property”	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.	“The Yup’ik way of life is to be taught with pride” “Provide for and take good care of your family” “Always trying, never without” “Have respect for our land and its resources”	<i>In our tradition, we take care of the plants that provide for us. We show respect through our actions. We can slow down, and only pick the number of berries we can doing it the right and respectful way. We are stewards of the land, and need to show that respect and reverence for our Creator.</i>
You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.	“Be helpful to one another” “Share possessions and knowledge with honor” “Respect and care for other's property”	<i>If you share, are you respecting yourself? Are you respecting what the Elders would want you to do? If you say no, and stand up for what you feel is right, you are being strong and having courage. You could choose your words carefully as you tell them no, to maintain peace and harmony.</i>
A classmate has asked you to share your answers on homework so they can get it done faster. You don’t feel this is right.	“Be helpful to one another” “Provide for and take good care of your family” “Respect and care for other's property”	<i>You can choose how you respond. You can choose your words, use humor, and have courage to be with your friend when they are upset. You can show that you care for them, and work to restore harmony through your words and by being with them.</i>

(Continues)

Decision	Possible Values that Connect	Discussion Suggestions
Your friend is angry and upset, and they show this by yelling and throwing things.	<p>"Be helpful to one another"</p> <p>"Provide for and take good care of your family"</p> <p>"Respect and care for other's property"</p>	<i>You think before you respond. You are loyal to your friend, and want to do the right thing. You can show your friend you care, and show them support. You choose carefully how you respond to your classmate, as you want to maintain peace and harmony. You can choose how you act, even if others are not showing respect.</i>
At school, a classmate makes fun of your friend in a way that hurts their feelings.	<p>"Be helpful to one another"</p> <p>"Provide for and take good care of your family"</p> <p>"Respect and care for other's property"</p>	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.	<p>"Be helpful to one another"</p> <p>"The Yup'ik way of life is to be taught with pride"</p> <p>"Provide for and take good care of your family"</p> <p>"Share possessions and knowledge with honor"</p> <p>"Respect your Elders' wisdom and knowledge"</p>	<i>You enjoy the dance group, and feel connected to the group and what you are learning. Your dancing connects you to the Ancestors and pride in your family and clan. If that is more important than what your friend wants, you can use your words carefully and explain that you do not want to miss it, and you can do something with them another time.</i>
Your uncle and you are hunting, and he wounds a moose. It is early afternoon, and a long way to walk home, and it has started to rain. Do you track it, even if it means getting home late?	<p>"Be helpful to one another"</p> <p>"The Yup'ik way of life is to be taught with pride"</p> <p>"Provide for and take good care of your family"</p> <p>"Teach and learn outdoor survival and hunting skills"</p> <p>"Respect your Elders' wisdom and knowledge"</p> <p>"Always trying, never without"</p> <p>"Have respect for our land and its resources"</p>	<i>You know it is important to follow the moose so it is not wasted. It will take strength, courage, working together, patience, and listening to your uncle to find and bring home the animal. It is the way of our Ancestors.</i>

(Continues)

Decision	Possible Values that Connect	Discussion Suggestions
After a snowstorm, you notice several neighbors whose steps are covered in snow. You go around to your neighbors and ask them if you can shovel their steps to help them.	"Be helpful to one another" "The Yup'ik way of life is to be taught with pride" "Provide for and take good care of your family" "Share possessions and knowledge with honor" "Respect your Elders' wisdom and knowledge" "Respect and care for other's property"	You like to help your neighbors out when you can, and after a snowstorm, many need help to clear the snow from their doors and steps. They are happy for your help, as clearing snow can be physically demanding

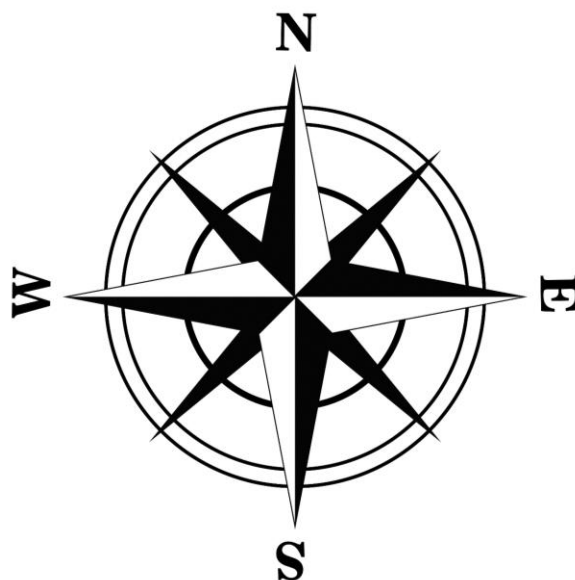
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## 10 Values Alaska Native Cultures Have in Common

- **Show Respect to Others**—Each Person Has a Special Gift
- **Share what you have**—Giving Makes You Richer
- **Know Who You Are**—You Are a Reflection on Your Family
- **Accept What Life Brings**—You Cannot Control Many Things
- **Have Patience**—Some Things Cannot Be Rushed
- **Live Carefully**—What You Do Will Come Back to You
- **Take Care of Others**—You Cannot Live without Them
- **Honor Your Elders**—They Show You the Way in Life
- **Pray for Guidance**—Many Things Are Not Known
- **See Connections**—All Things Are Related

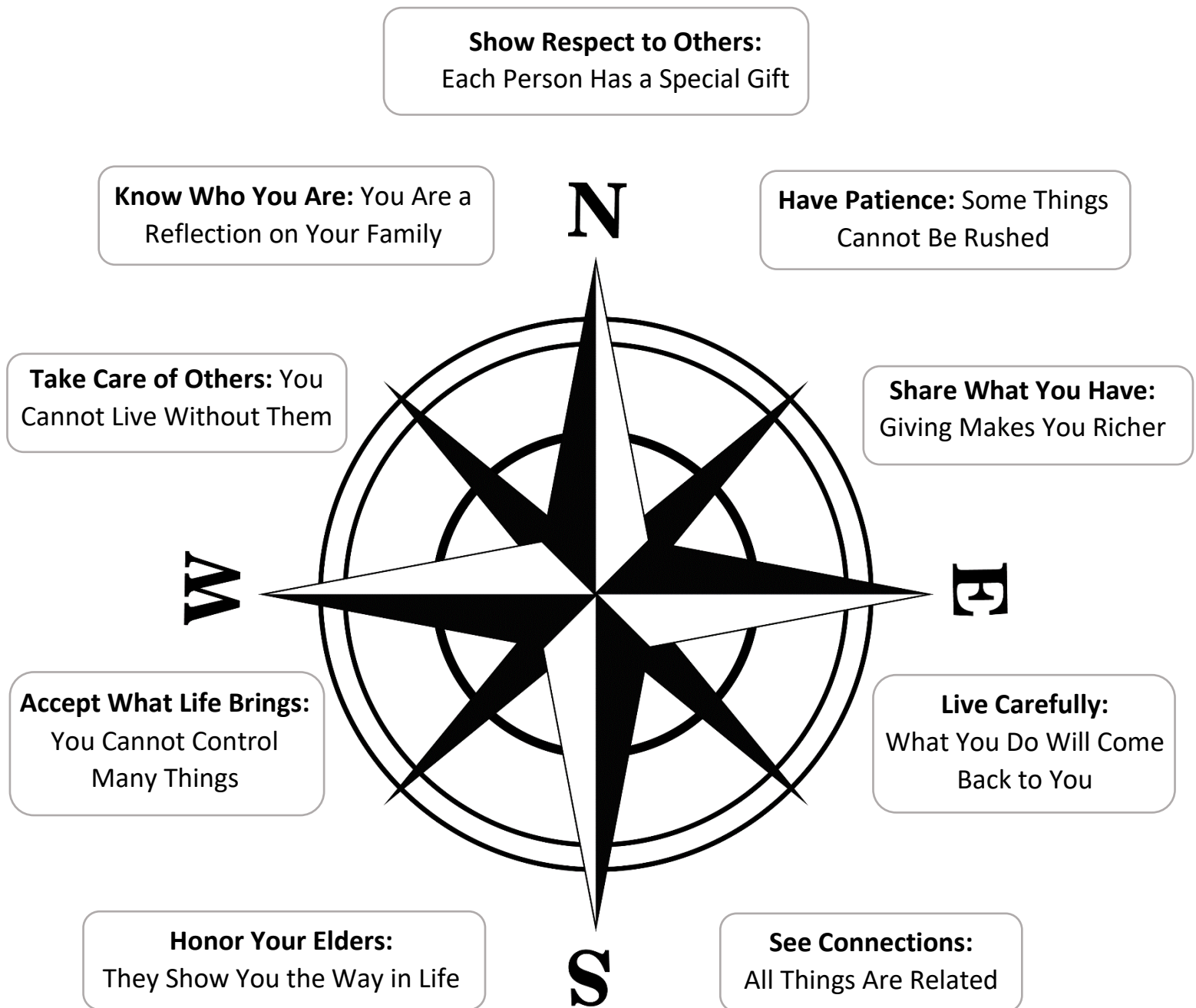
Source: Alaska Native Knowledge Network ([ankn.uaf.edu/ANCR/Values/index.html](http://ankn.uaf.edu/ANCR/Values/index.html))



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## Common Alaska Native Values\* Compass

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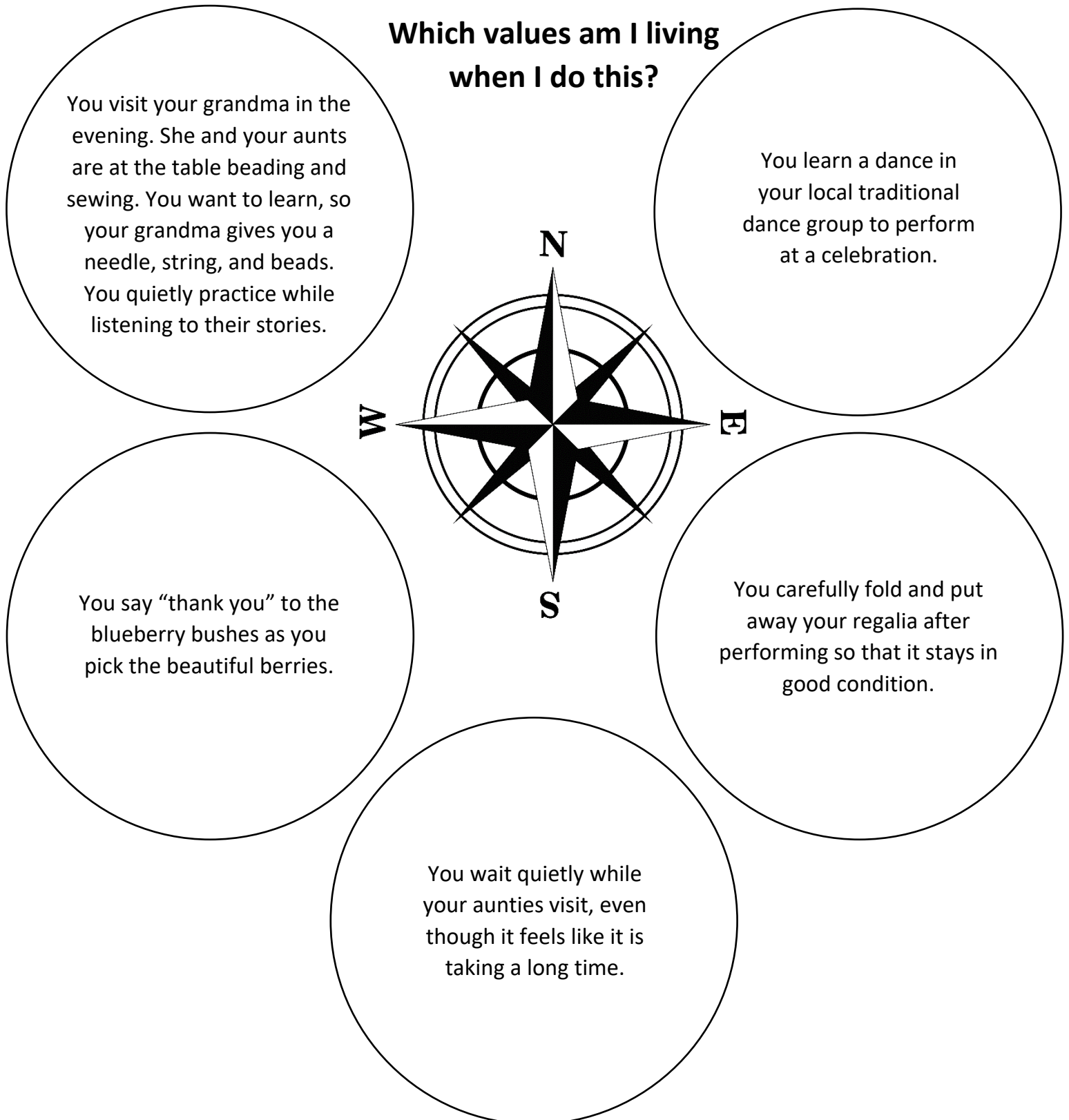


Source: Alaska Native Heritage Center: Values Alaska Native Cultures Have in Common  
<https://www.alaskanative.net/about/#values>

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**Common Alaska Native Values Compass Activity:** Cut out these circles containing actions a person could take. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

**Which values am I living  
when I do this?**



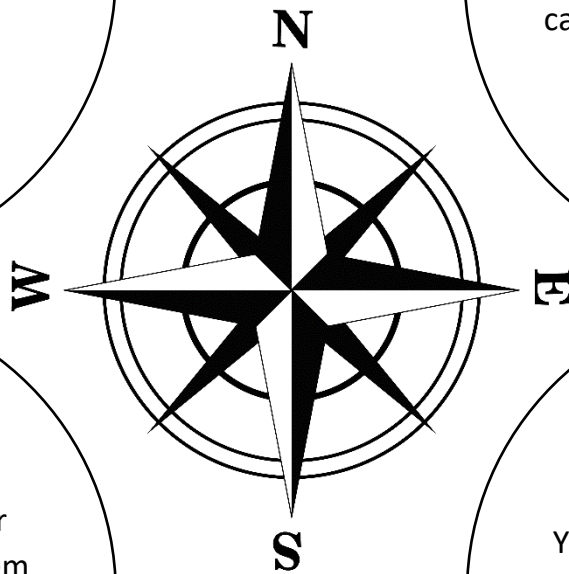
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**Which values am I  
living when I do this?**

You help carry heavy bins of  
firewood and stack it in the shed  
at your neighbor's house.

You enjoy being on the land as  
you hike to a favorite place you  
can look out to see the ocean.



You joke around with your  
brother or sister to help them  
feel better when you see they  
are a little sad.

You listen as an Elder shares a  
story, and think about what the  
story means.

You choose your words carefully  
so as not to hurt your friend's  
feelings when telling them you  
cannot go with them on a trip.

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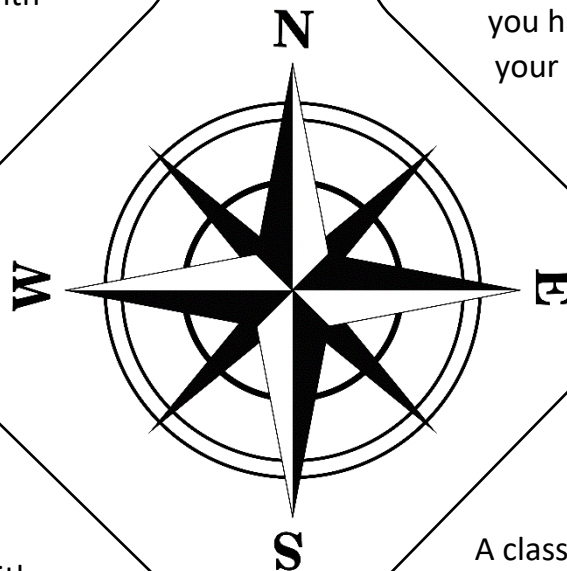


**Common Alaska Native Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?

Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.

You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.



You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.

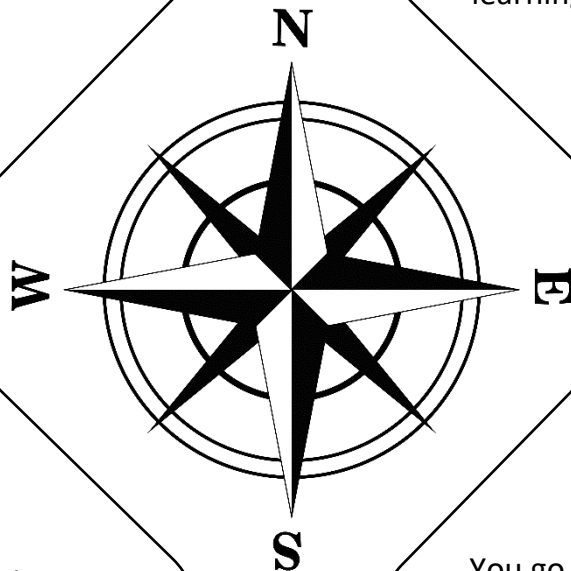
A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.

Your friend is angry and upset, and they show this by yelling and throwing things.

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**Common Alaska Native Values Compass Activity:** Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Values Compass (Student Handout) and then decide which values are connected to that decision. There is no wrong answer!

## Which values help me decide what to do?



At school, a classmate makes fun of your friend in a way that hurts their feelings.

Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.

You have harvested your first fish. You are very proud of your catch. Per tradition, you will have to give your treasured salmon to an Elder.

You go over to your aunt's house after school each day to help her feed her sled dogs. It's part of your chores.

After a snowstorm, you notice several neighbors whose steps are covered in snow. You go around to your neighbors and ask them if you can shovel their steps to help them.

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## Common Alaska Native Values Activity Discussion

Students place each of the **action cards** in the center of their compass and ask themselves, “Which values am I living when I do this?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Action	Possible Values that Connect	Discussion Suggestions
You visit your grandma. She and your aunts are at the table beading and sewing. You want to learn, so your grandma gives you a needle, string, and beads. You quietly practice while listening to their stories.	Show Respect to Others—Each Person Has a Special Gift Know Who You Are—You Are a Reflection on Your Family Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life See Connections—All Things Are Related	<i>Learning how to bead and sew fosters a deeper connection to your family, Ancestors, and culture. Beading and sewing have been traditional methods for your people to clothe and decorate themselves. This practice allows you to learn from your elders and hear their stories.</i>
You learn a dance in your local traditional dance group to perform at a celebration.	Show Respect to Others—Each Person Has a Special Gift Share what you have—Giving Makes You Richer Know Who You Are—You Are a Reflection on Your Family Honor Your Elders—They Show You the Way in Life Pray for Guidance—Many Things Are Not Known See Connections—All Things Are Related	<i>You learn the dance and connect to the ways of your Ancestors. You are strong as you practice and memorize the movements. You listen and watch your teachers with respect. You do your best to show strength of spirit and respect.</i>
You say “thank you” to the blueberry bushes as you pick the beautiful berries.	Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Pray for Guidance—Many Things Are Not Known See Connections—All Things Are Related	<i>We are grateful for the land and the plants and animals that sustain us. We take care of them so they will provide for us in the future. Saying thank you as you pick shows respect and is what our Ancestors did.</i>
You carefully fold and put away your regalia (traditional clothing) after performing so that it stays in good condition.	Share what you have—Giving Makes You Richer Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Honor Your Elders—They Show You the Way in Life See Connections—All Things Are Related	<i>You show respect to tradition and the ways of the Ancestors through how you care for your traditional clothing. Your regalia represents your connection to your family and tribe. You treat it with respect.</i>

(Continues)

Action	Possible Values that Connect	Discussion Suggestions
You wait quietly while your aunts visit, even though it feels like it is taking a long time.	Show Respect to Others—Each Person Has a Special Gift Know Who You Are—You Are a Reflection on Your Family Accept What Life Brings—You Cannot Control Many Things Have Patience—Some Things Cannot Be Rushed Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life See Connections—All Things Are Related	<i>You show respect and generosity by waiting patiently for your aunts to finish visiting. It is one way to show love. It promotes peace and harmony.</i>
You help carry heavy bins of firewood and stack it in the shed at your neighbor's house.	Show Respect to Others—Each Person Has a Special Gift Share what you have—Giving Makes You Richer Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life See Connections—All Things Are Related	<i>You use the strength of your body to support family and community. You show respect for your family as you are generous with helping a neighbor. You promote peace and harmony in your community when you help others.</i>
You enjoy being on the Land as you hike to a favorite place you can look out to see the ocean.	Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Pray for Guidance—Many Things Are Not Known See Connections—All Things Are Related	<i>You keep your body in shape and your mind and spirit healthy when you spend time on the land. Connecting with the land and the beauty around you connects you to the land and to your Ancestors.</i>
You joke around with your brother or sister to help them feel better when you see they are a little sad.	Show Respect to Others—Each Person Has a Special Gift Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them See Connections—All Things Are Related	<i>Using humor to cheer someone up shows your love and caring for them. It promotes peace and harmony. It shows you respect them.</i>

(Continues)

Action	Possible Values that Connect	Discussion Suggestions
You listen as an Elder shares a story, and think about what the story means.	Show Respect to Others—Each Person Has a Special Gift Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life See Connections—All Things Are Related	<i>Traditional stories are one way our Ancestors passed down information to us on how to be and live. The meaning of the stories isn't always easy to see, so it is good to take time to think about them, and know there are important lessons in the stories. Connecting to the stories connects us to our Ancestors and our Elders, and shows respect for the knowledge they share.</i>
You choose your words carefully so as not to hurt your friend's feelings when telling them you cannot go with them on a trip.	Show Respect to Others—Each Person Has a Special Gift Know Who You Are—You Are a Reflection on Your Family Accept What Life Brings—You Cannot Control Many Things Have Patience—Some Things Cannot Be Rushed Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Pray for Guidance—Many Things Are Not Known See Connections—All Things Are Related	<i>You show respect to your friend by considering their feelings and choosing your words carefully. You can let them know you do care for them, but you will have to go with them another time.</i>

Students place each of the **decision cards** in the center of their compass and ask themselves, “Which values help me decide what to do?” The goal is for students to engage with the values and make connections. There are no wrong answers. The discussion suggestions show ways a teacher can model the connections, if needed.

Decision	Possible Values that Connect	Discussion Suggestions
Your auntie asks for your help moving boxes. You were planning on playing video games with a friend.	Show Respect to Others—Each Person Has a Special Gift Know Who You Are—You Are a Reflection on Your Family Accept What Life Brings—You Cannot Control Many Things Have Patience—Some Things Cannot Be Rushed Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life See Connections—All Things Are Related	<i>You want to help your auntie as it is important to help family members and to be generous with them. You want to keep peace with your friend. Maybe you can help your auntie first, then go spend time with your friend. They will understand.</i>
You are picking berries and it is getting late. You are using your berry picker faster to try to get as many berries as you can before you have to leave. You notice your speed is breaking more branches.	Accept What Life Brings—You Cannot Control Many Things Have Patience—Some Things Cannot Be Rushed Live Carefully—What You Do Will Come Back to You See Connections—All Things Are Related	<i>In our tradition, we take care of the plants that provide for us. We show respect through our actions. We can slow down, and only pick the number of berries we can doing it the right and respectful way. We are stewards of the land, and need to show that respect and reverence for our Creator.</i>
You are harvesting berries with your family, when you realize you no longer hear them. You call out, and no one answers.	Know Who You Are—You Are a Reflection on Your Family Accept What Life Brings—You Cannot Control Many Things Have Patience—Some Things Cannot Be Rushed Live Carefully—What You Do Will Come Back to You Pray for Guidance—Many Things Are Not Known See Connections—All Things Are Related	<i>You can be strong and have courage. You can feel connected to the land and know you are safe. You can use humor with yourself to calm down and avoid panic. You can use your strength of mind, body, and spirit to decide the best thing to do next.</i>

(Continues)



Decision	Possible Values that Connect	Discussion Suggestions
A classmate has asked you to share your answers on homework so they can get it done faster. You don't feel this is right.	Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life Pray for Guidance—Many Things Are Not Known See Connections—All Things Are Related	<i>If you share, are you respecting yourself? Are you respecting what the Elders would want you to do? If you say no, and stand up for what you feel is right, you are being strong and having courage. You could choose your words carefully as you tell them no, to maintain peace and harmony.</i>
Your friend is angry and upset, and they show this by yelling and throwing things.	Know Who You Are—You Are a Reflection on Your Family Accept What Life Brings—You Cannot Control Many Things Have Patience—Some Things Cannot Be Rushed Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Pray for Guidance—Many Things Are Not Known	<i>You can choose how you respond. You can choose your words, use humor, and have courage to be with your friend when they are upset. You can show that you care for them, and work to restore harmony through your words and by being with them.</i>
At school, a classmate makes fun of your friend in a way that hurts their feelings.	Show Respect to Others—Each Person Has a Special Gift Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Pray for Guidance—Many Things Are Not Known	<i>You think before you respond. You are loyal to your friend, and want to do the right thing. You can show your friend you care, and show them support. You choose carefully how you respond to your classmate, as you want to maintain peace and harmony. You can choose how you act, even if others are not showing respect.</i>
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.	Know Who You Are—You Are a Reflection on Your Family Live Carefully—What You Do Will Come Back to You Take Care of Others—You Cannot Live without Them Honor Your Elders—They Show You the Way in Life Pray for Guidance—Many Things Are Not Known	<i>You enjoy the dance group, and feel connected to the group and what you are learning. Your dancing connects you to the Ancestors and pride in your family and clan. If that is more important than what your friend wants, you can use your words carefully and explain that you do not want to miss it, and you can do something with them another time.</i>

Decision	Possible Values that Connect	Discussion Suggestions
<p>You have harvested your first fish. You are very proud of your catch. Per tradition, you will have to give your treasured salmon to an Elder.</p>	<p>Show Respect to Others—Each Person Has a Special Gift  Share what you have—Giving Makes You Richer  Know Who You Are—You Are a Reflection on Your Family  Live Carefully—What You Do Will Come Back to You  Take Care of Others—You Cannot Live without Them  Honor Your Elders—They Show You the Way in Life  See Connections—All Things Are Related</p>	<p><i>According to traditional values, it is essential to share your first catch as a sign of respect and reverence for the land and your elders. You are showing the animal and your community that you value and honor them.</i></p>
<p>After a snowstorm, you notice several neighbors whose steps are covered in snow. You go around to your neighbors and ask them if you can shovel their steps to help them.</p>	<p>Take Care of Others—You Cannot Live without Them  Show Respect to Others—Each Person Has a Special Gift  See Connections—All Things Are Related  Know Who You Are—You Are a Reflection on Your Family  Live Carefully—What You Do Will Come Back to You</p>	<p><i>You like to help your neighbors out when you can, and after a snowstorm, many need help to clear the snow from their doors and steps. They are happy for your help, as clearing snow can be physically demanding</i></p>

## Additional Resources for Teachers

These were resources we found as we developed the curriculum that may be helpful.

These links were verified 8-2025.

### Tips for Non-Alaska Native Teachers who want to invite an Elder in to speak:

This is part of a unit on weather, and also has good guidance on incorporating traditional knowledge systems into lessons. See page 3 for information on how to appropriately invite an Elder or culture bearer into the classroom:

<http://ankn.uaf.edu/Curriculum/Units/PredictingWeather/PredictingWeather.pdf>



**Alaska Native Knowledge Network:** More curriculum and other resources related to Alaska Native ways of knowing. <http://www.ankn.uaf.edu/>

**Alaska Native Language Center:** Great resources on incorporating indigenous language into lessons: <https://www.uaf.edu/anlc/index.php>

**Tribal Vocational Rehabilitation Program (TVR):** Each region of Alaska has a TVR. In the Kodiak area, the Kodiak Area Native Association Tribal Vocational Rehabilitation Program (TVR) provides culturally relevant vocational rehabilitation services to Alaska Native / American Indian adults and transition age youth with disabilities who reside in the Kodiak Region that leads them to successful employment outcomes. To learn more about the individual supports available, visit: <https://kodiakhealthcare.org/what-we-do/community-services/workforce-development/> .

***Be a Strong Advocate for Yourself and Others*** is a culturally responsive curriculum for use around Alaska in rural, Alaska Native, and urban settings. It focuses on building self-determination and self-advocacy skills for individual and community benefit. <https://labor.alaska.gov/dvr/transition/strong-advocate.html>

***Picture Your Future: Exploring Your Transition Goals Student Workbook*** covers many important skills like self-advocacy and time management. This was developed for Alaska Students in Special Education. <https://www.labor.alaska.gov/dvr/transition/explore-transition.html>

### Identifying Personal Strengths:

- For students who need help thinking of their personal strengths, this handout has many positive attributes. It could be adapted for students to use to identify each other's strengths, as it is often easier to see others strengths more than your own. <https://dnv.international/wp-content/uploads/Strength-spotting-card-sort-Feb-22.pdf>
- You can also refer to the *Be a Strong Advocate for Yourself and Others* student workbook for a lesson and activity on identifying strengths and interests. <https://labor.alaska.gov/dvr/transition/strong-advocate.html>

Alaska Native Transition Skills, Growing Transition Skills through Connection to Indigenous Values, 2025, Van Den Berg / Gage UAA Center for Human Development

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## My Values Compass: (Name)

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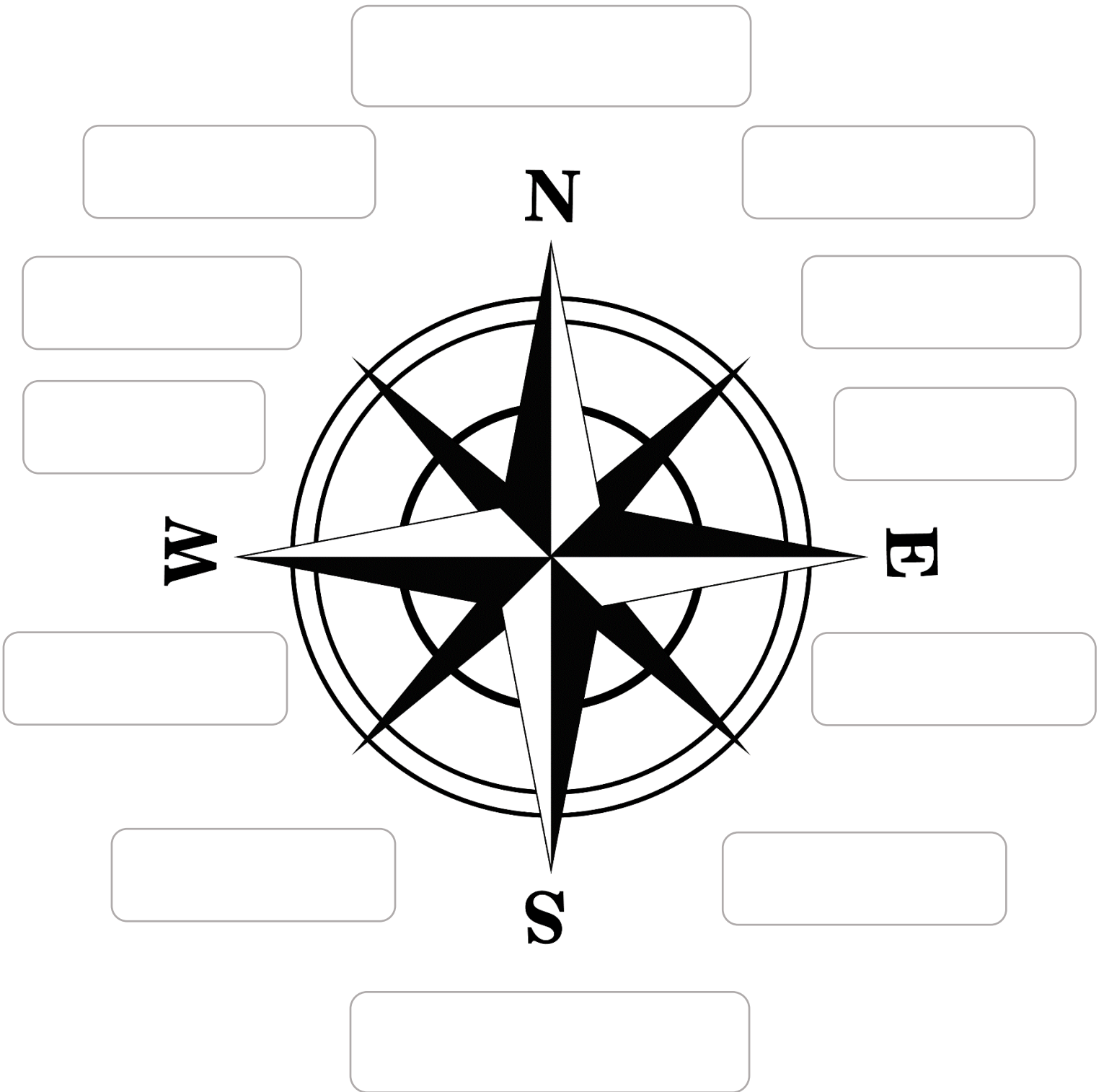


Diagram of a compass rose with eight points. The cardinal directions are labeled: N (North) at the top, S (South) at the bottom, E (East) on the right, and W (West) on the left. There are ten empty rounded rectangular boxes for writing values, arranged as follows:

- One box at the top (North).
- One box at the bottom (South).
- One box on the left (West).
- One box on the right (East).
- Two boxes on the North side (top-left and top-right of the compass).
- Two boxes on the South side (bottom-left and bottom-right of the compass).
- Two boxes on the East side (middle-top and middle-bottom of the compass).
- Two boxes on the West side (middle-top and middle-bottom of the compass).

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## Alaska Cultural Standards

<b>A: Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.</b>	<b>B: Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</b>	<b>C: Culturally-knowledgeable students are able to actively participate in various cultural environments.</b>	<b>D: Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.</b>	<b>E: Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</b>
<p><b>A1:</b> Assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;</p> <p><b>A2:</b> Recount their own genealogy and family history;</p> <p><b>A3:</b> Acquire and pass on the traditions of their community through oral and written history;</p> <p><b>A4:</b> Practice their traditional responsibilities to the surrounding environment;</p>	<p><b>B1:</b> Acquire insights from other cultures without diminishing the integrity of their own;</p> <p><b>B2:</b> Make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;</p> <p><b>B3:</b> Make appropriate choices regarding the long-term consequences of their actions; and</p> <p><b>B4:</b> Identify appropriate forms of technology and anticipate the consequences of their</p>	<p><b>C1:</b> Perform subsistence activities in ways that are appropriate to local cultural traditions;</p> <p><b>C2:</b> Make constructive contributions to the governance of their community and the well-being of their family;</p> <p><b>C3:</b> Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and</p> <p><b>C4:</b> Enter into and function effectively in a</p>	<p><b>D1:</b> Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;</p> <p><b>D2:</b> Participate in and make constructive contributions to the learning activities associated with a traditional camp environment;</p> <p><b>D3:</b> Interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers</p>	<p><b>E1:</b> Recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;</p> <p><b>E2:</b> Understand the ecology and geography of the bioregion they inhabit;</p> <p><b>E3:</b> Demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;</p>

<p><b>A5:</b> Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;</p> <p><b>A6:</b> Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.</p> <p><b>A7:</b> Determine the place of their cultural community in the regional, state, national, and international political and economic systems.</p>	<p>use for improving the quality of life in the community.</p>	<p>variety of cultural settings.</p>	<p>and educators in the community;</p> <p><b>D4:</b> Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;</p> <p><b>D5:</b> Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and</p> <p><b>D6:</b> Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</p>	<p><b>E4:</b> Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;</p> <p><b>E5:</b> Recognize how and why cultures change over time;</p> <p><b>E6:</b> Anticipate the changes that occur when different cultural systems come in contact with one another;</p> <p><b>E7:</b> Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.</p> <p><b>E8:</b> Identify and appreciate who they are and their place in the world.</p>
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This handout was created from the Alaska Cultural Standards. Source: <https://kpbsd.org/departments.aspx?id=6834&transitionUi=1>