

Alaska Native Transition Skills

Indigenous Leadership Skills

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UAA Center for Human Development
2022 (Updated in 2025)

Developed for Kodiak area Alaska school districts to show how traditional Indigenous skills can be supported and integrated into transition planning for Indigenous youth with IEPs. These materials are meant to be adapted and used throughout Alaska.

These materials were created through the Developmental Disabilities Act partnership of the Governor's Council on Disabilities & Special Education and the Center for Human Development, with funding from the Alaska Department of Education & Early Development and the Alaska Mental Health Trust Authority.

Land Acknowledgments: Rain Van Den Berg would like to acknowledge that this curriculum was written on the unceded territories of the Sheethk'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.

Joe Delgado (Alutiiq) and Melissa Silugngataanit'sqaq Márton (Sugpiaq) express their sincere gratitude and deep love to their Alutiiq/Sugpiaq Ancestors and relatives for their continued stewardship of the lands and waters of Kodiak, and to all Alaska Native people across the state that have lived in balance and respect in their Indigenous homelands since time immemorial.

About the Authors

Joseph Delgado (Alutiiq) is the son of Refugio (Duke) and Sonja Delgado. He was born in Kodiak and has been married to Airene Jane for 12 years and he has two children - Eliana and Joseph. Joe worked as the Tribal Transportation Coordinator for the Native Village of Ouzinkie for nine years and his department completed three major projects - widening and improving F Street, a Long Range Transportation Plan (LRTP), and the first Transportation Safety Plan (from bio of Ouzinkie Corporation). He has served on both City and Tribal councils, and was a Planning and Zoning commissioner. He is currently a Borough Assembly member.

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Thanks to the University of Minnesota for permission to adapt materials as noted from Ferguson, J. (2020). *Expanding the circle: Respecting the past, preparing for the future* (2nd ed.). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

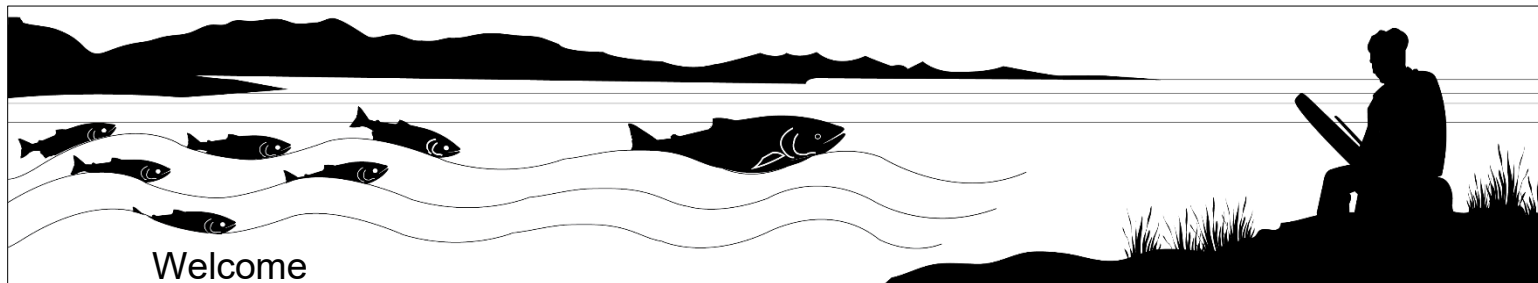
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Cama'i,

Welcome to this unit on Indigenous leadership skills. Indigenous leadership differs greatly from a Western-style of leadership. While Western-style of leadership generally focuses on a top-down or a hierarchical approach, Indigenous leadership focuses on decision-making using a values-based approach. It uses the planning and forethought around doing what's best for the collective, and takes into account the thousands of years of Indigenous knowledge our peoples bring to this time. It also works toward the "thrival" of our peoples for thousands of years to come. When we instruct our youth on the importance of preserving Indigenous methodologies, we strengthen the values that inform our daily life, instead of perpetuating a system that is foreign to us and that continues to cause harm by devaluing our ways of life.

When young people develop leadership skills, it builds confidence and strengthens our communities. These skills can help in employment settings, community groups, families, and in local efforts.

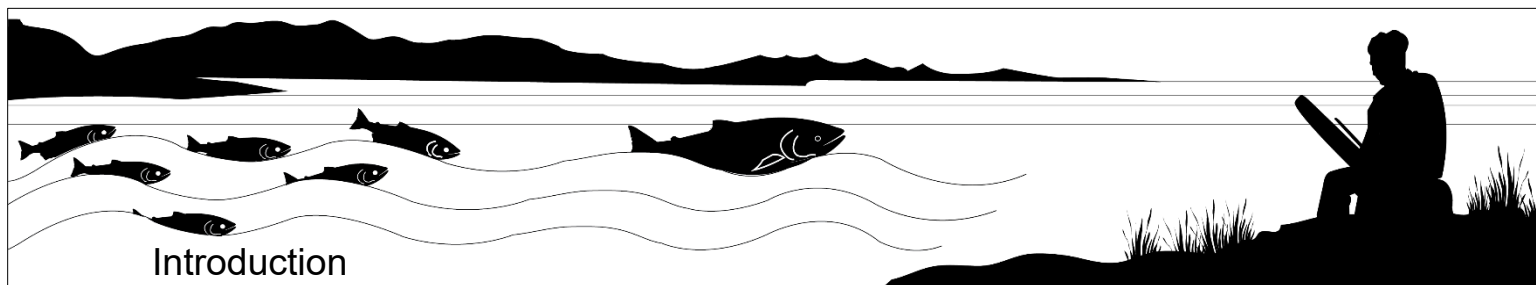
Quyanaa,

Silugngataanit'sqaq Melissa Marton

Joe Delgado

Rain T. Van Den Berg

2022



In this unit, we explore leadership skills from an Alaska Native perspective, tied to the specific values of the Alutiiq/Sugpiaq peoples of the Kodiak, Alaska region. Through learning stories and activities, we will explore confidence building, communication, and core skills such as organization and planning. Each lesson shows the connection between the Alutiiq/Sugpiaq cultural values and the ideas in the lesson. The second unit in this regional curriculum is *Salmon: Our Way of Life* which explores traditional and current practices to sustain the salmon fishery and careers and skills for students who are interested in this field.

The purpose of this curriculum 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.

Each lesson has these components:

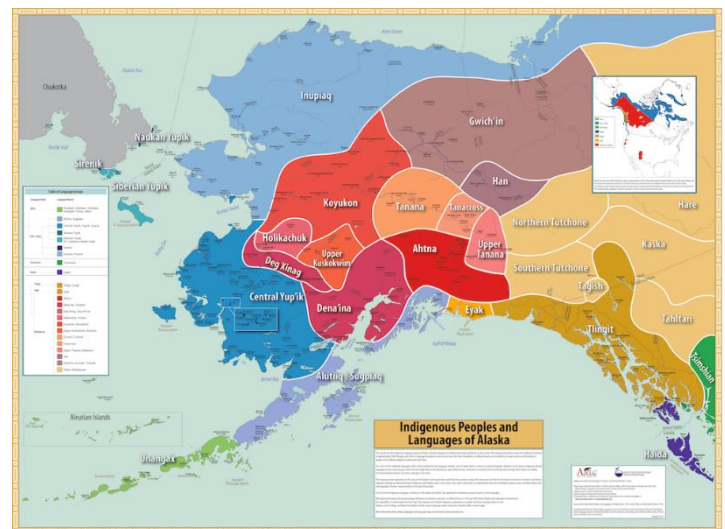
- Overview
- Link to Alaska Cultural Standards
- Link to Alutiiq/Sugpiaq traditional values
- Learning objectives
- Materials including commercial resources (websites, videos, books)
- Vocabulary used in the lesson
- Activities (with adaptation ideas for different abilities)
- Learning stories

- Evaluation
- Additional resources for the teacher (links, references, videos)
- Student handout(s)
- Instructor handout(s)/teaching tools

Alutiiq/Sugpiaq Traditional Values: Each lesson is tied to traditional values. Suggestions are made of which values to highlight, along with discussion points. These values are the foundation for learning the skills presented. The values can be discussed as they relate to the learning stories, how guest speakers model the values, or how the values motivate the learning of these skills. Incorporation of this aspect can help students connect to cultural values and traditions, and build more meaningful ties to their culture as the students move to adulthood. The values listed are those found on Alutiiq Education website:

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

Traditional Lands of the Alutiiq/Sugpiaq 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 Alutiiq/Sugpiaq peoples in purple tones. 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 lessons 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.](#)

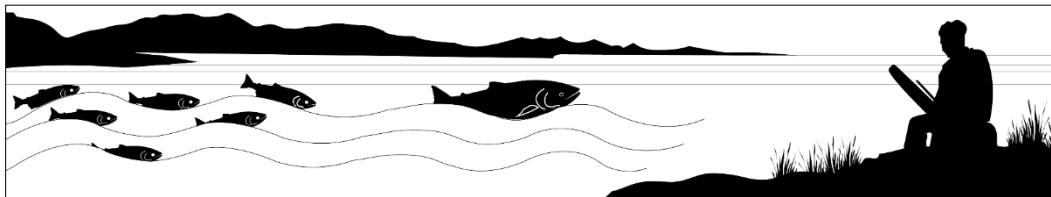
Goal Setting: Goal setting and problem solving are key skills for young adults as they navigate transition. The steps of setting a goal, knowing the actions you will take to achieve it, and reflection on reaching the target are key to effective goal setting. Knowing how to set achievable goals is an 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.

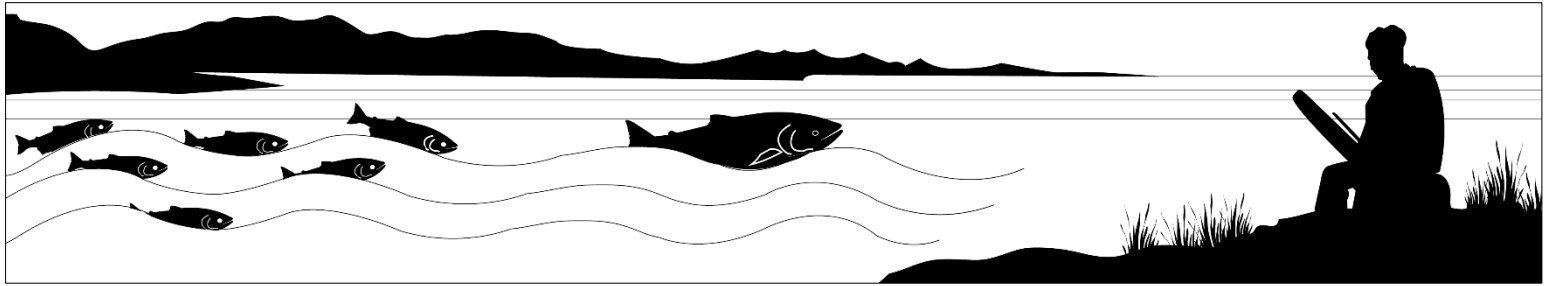
Learning Stories: Indigenous ways of teaching and learning depend on stories passed down from the Elders to the next generations. Bringing in culture bearers, Elders, and other kinds of experts can bring the content to life and make it more memorable. Having the students share stories can be important 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 4/1/22):

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

Note about the Header Image



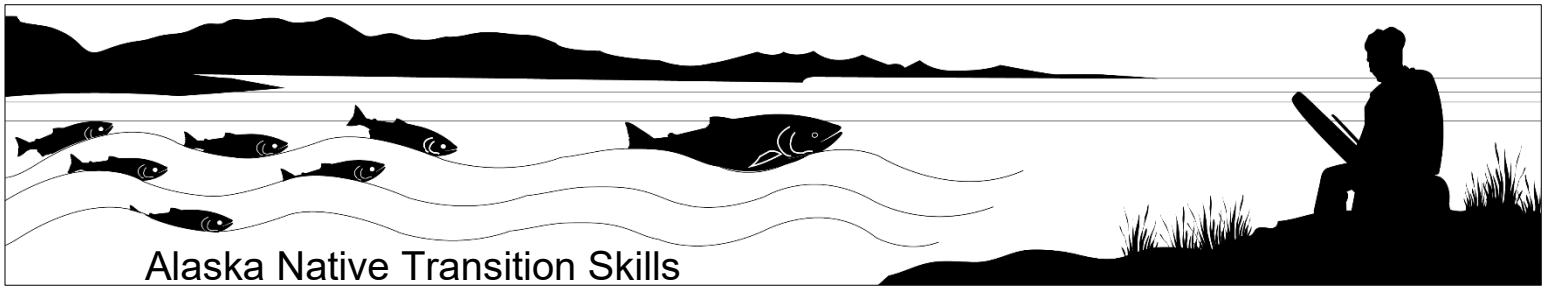
This image shows an Elder drumming and the salmon returning, as if they are listening to his song. The image represents the relationship and connection the Alutiiq/Sugpiaq peoples have with the Land, the seasons, and to the Ancestors. Developed with culture bearer input by Rain Van Den Berg for use in this curriculum.



Indigenous Leadership Skills

This unit introduces leadership skills from an Indigenous perspective to help students develop skills that will serve them and their communities.

Lesson	Related Handouts
1. What Does It Mean to be a Leader?	<i>Characteristics of Indigenous and Western Cultures Cards</i> (Teacher Resource) <i>American Indian Views on Leadership</i> (Teacher Resource)
2. Leaders Live Their Values	<i>Alutiiq/Sugpiaq Traditional Tribal Values</i> (Student Handout) <i>Traditional Alutiiq Tribal Values Compass Activity and Discussion Guide</i> (Teacher Resource)
3. Leaders Have Confidence to Face Challenges	<i>The Steps to Face a Challenge</i> (Student Handout) <i>Learning Story: Brian's Challenge</i> (Teacher Resource)
4. Leaders Have Confidence to Set and Reach Goals	<i>How to make a SMART Goal</i> (Student Handout)
5. Leaders Advocate for Themselves and Others	<i>SGOC Tool</i> (Student Handout) <i>SGOC Learning Story Example</i> (Teacher Resource)
6. Leadership Communication Styles	<i>What is Your Communication Style?</i> (Student Handout) <i>Communication Style Cards</i> (Teacher Resource)
7. Leaders Communicate in Many Ways	<i>Body Language Cards</i> (Teacher Resource)
8. Leaders Communicate in Different Situations	<i>Communicating in Different Settings Activity Discussion Guide</i> (Teacher Resource)
9. Leaders Listen	<i>How to be an Active Listener</i> (Student Handout)
10. Leaders Organize and Plan	<i>Make a Plan to Reach Your Goal</i> (Student Handout) <i>Blank Planning Tool</i> (Student Handout) <i>Make a Plan Learning Stories</i> (Teacher Resource)
11. Leadership In Action	<i>Leadership in Action Skill Cards</i> (Teacher Resource) <i>Leadership in Action: Advice from Leaders</i> (Teacher Resource)



Alaska Native Transition Skills

What Does It Mean to be a Leader?

Overview

In this lesson, students will learn about the different ways to be a leader, the differences between Indigenous and Western styles of leadership, and different ways organizations can be structured (Western and Indigenous models).

Alaska Cultural Standards

- A1, A3, A4, A6, A7, B1, B2, B3, C2, C4, D5, D6, E1, E3, E4, E6, E7, E8

Alutiiq/Sugpiaq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning - liicirpet
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Describe Indigenous and Western styles of types of organizations.
- Describe Indigenous and Western styles of leadership.
- Give examples of what effective leadership looks like in action.

Materials

- *Characteristics of Indigenous and Western Cultures Cards Teacher Resource* for use in the activity.
- *American Indian Views on Leadership* (Used with permission from *Expanding the Circle Curriculum*, University of Minnesota)

Vocabulary

Indigenous Refers to the social norms, belief systems, traditions, values that are held and practiced by the original people native to a specific place. In this curriculum, it refers to the Alaska Native peoples, with specific examples from Alutiiq/Sugpiaq peoples.

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.
Organization	A group of people in a business, society, government, or other group with a specific purpose. Examples: A Tribe is a government entity which provides services to their citizenry/community. Alaska Native Corporations are state chartered for-profit corporations organized under the Alaska Native Claims Settlement Act. Churches are an example of a spiritual organization.
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.
Western	Social norms, belief systems, traditions, customs, values, and so forth that have their origin in Europe or are based on European colonization of the U.S..

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to begin to learn about leadership and how to develop skills that will give us confidence, direction, and a stronger feeling of community. Leadership can look many different ways. We will begin by learning about how the way Alaska Native peoples think about leadership may be different than the ways you see on social media or other places that have Western ways. To learn about this, we will share ideas and play a matching game. By the end of this lesson, you will be able to: describe Indigenous and Western styles of types of organizations; describe Indigenous and Western styles of leadership; and give examples of what effective leadership looks like.”
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to be a leader? Who are leaders that you know? (*Tribal Council Members, Elders, Employers...*)
 - What are qualities of an effective leader? (*They are able to lead others to work toward a shared goal. They support and encourage others...*)
 - What does “Western” culture mean? (*Culture and traditions that originated in Europe and colonized Alaska in the 1700s.*)
 - What does “Indigenous” culture mean? (*The culture and traditions of the people that are native and tied to a specific place and lands. In our case, it is the Alutiiq/Sugpaig peoples on Kodiak and surrounding islands.*)
 - What are examples of organizations that have leaders? (*Local government, businesses, Councils, Health Care, Service organizations, Alaska Native Corporations...*)

- **How do you recognize an effective leader? What leaders do you know?** Ask the students to share their experience with leaders in their community. Focus on Alaska Native Elders and Tribal leaders. Include Alaska Native owned businesses, and the Alaska Native corporations. Using these examples, discuss the positive qualities that stand out in the leaders they know.
- **What does an effective leader do?** Brainstorm with the students what makes a strong and effective leader. You can share the learning story examples and discuss those at this point, if students need more ideas before they can brainstorm. Discuss the ways that students can be leaders in small ways day to day, the way Elders are leaders in their community, in addition to business owners and tribal organization/corporation leadership.
- **Indigenous and Western Styles of Leadership:** Before contact by outside cultures, the Alaska Native peoples had vibrant economies, governance structures, traditions and ways of seeing the world that had been taught and passed down from their Ancestors for thousands of years. These ways were focused on family, community, and Tribe and were rooted in tribal values with the long-term health of the community at the forefront of decision making. Community members worked together to use what the land provided with respect and care. The community's leadership and Elders advised and guided the communities. Young people learned the ways to show respect and the best ways to live as a human being within the community.

Western culture has a different structure, and gives importance to different things than traditional Indigenous cultures. In Western cultures, decisions within groups tend to be made by a leader who is over others. Competition between individual people is encouraged. The ideas of a single person may be pushed forward even if others in a community do not like those ideas. Power is usually "top-down," meaning the leaders at the top have more power and say than people lower in the organization.

- **Indigenous and Western Qualities Activity:**
Discuss these characteristics of Indigenous and Western cultures, and how it might apply to leadership styles (From [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](#)).

In this unit, we will be working on developing leadership skills grounded in Indigenous knowledge and values, while building skills that can also support leaders working in organizations with Western characteristics.

Activity: Cut out the characteristics cards and have the students sort them into Indigenous and Western as they are discussed.

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.

Extension to the activity: After introducing the qualities, discuss or role play what it would be like for an Indigenous person with Indigenous values and culture and a Western person with Western values and culture to work together to accomplish something? Describe an activity such as planning for a celebration. What challenges might come up given the different approaches and values?

- Organizations (Extension topic): For students who are interested, share the following about types of organizations.
 - From the UAF website on Federal Indian Law for Alaskan Tribes: "Long before contact with non-Native people, traditional systems of governing were well established in tribal communities and varied from place to place in Alaska. It was primarily under the influence of missionaries and teachers that Alaska Native villages were organized under village councils during the late 19th and early 20th centuries. Today, most all 229 Tribes in Alaska have Tribal councils as their governing bodies....Tribal governments offer a wide variety of services to their tribal members and residents of the villages including health care, social services, housing, utilities, educational assistance, employment, environmental safeguards, and judicial services. These services may be delivered directly through the Tribal government or through non-profit Native owned and operated organizations."
<https://www.uaf.edu/tribal/academics/112/unit-4/modertribalgovernmentsinalaska.php>)

- In 1971, the Alaska Native Claims Settlement Act (ANCSA) created 12 regional profit-making Alaska Native corporations and over 200 village, group, and urban corporations. For the most part, the corporations are run like Western business companies. The structure is top down, with leaders at the top who make decisions for the corporation and guide its actions.
- There are efforts happening now to “de-colonize” and “Indigenize” Alaska Native organizations. This means making changes so that organizations are operating in line with the cultural values and ways of Indigenous people, instead of the Western “top-down” model. One example is for all employees in an organization to feel they have a voice. In meetings, the idea “In every chair is a leader” gives the expectation for people to contribute, and know their ideas will be valued. In this framework, no matter what the job title a person has, people can contribute to the organization and community. Individuals believe they can (and have a responsibility to) work to improve the health and functioning of the organization and the community
- **Discussion: What could be challenging when Alaska Native/Indigenous people work within organizations with Western characteristics?**

Learning stories

- Share these brief examples about Alutiiq/Sugpiaq leaders, and discuss the leadership qualities that the examples show:
 - [Melissa Silugngataanit'sqaq Marton \(Sugpiaq\)](#) was born on Kodiak Island and has ties to Chignik Lagoon in the Bristol Bay Region. She served as the Kodiak Villages representative on the Alaska Federation of Natives Board of Directors. She has also served as a School Board member and served as a member of the historic Governor's Tribal Advisory Council for the State of Alaska under Governor Walker. She learned about leadership watching her mother and other strong women around her who worked in the canneries and as fishermen. She watched the Elders around her. There were many challenges as a young Alaska Native woman working as an educated professional. She faced negative messages and sometimes wasn't treated well. She drew on the strength of her mother to use those experiences to know how NOT to treat people. She encourages Alaska Native people to stand up and use their voice. She feels it is important for people to advocate for the greater good, and to give yourself grace and patience as you learn.
 - [Susan Malutin](#) (Alutiiq) was born and raised in the Kodiak community. She is a self-taught master skin sewer and has studied and taught the Alutiiq language and culture to others. Susan shared this quote with the First People's Fund (page has since been taken down). “I want to show the young people they can carry on those characteristics that made our culture strong. They can use it in all aspects of their lives by their attitudes and actions and how they role model.” In an interview for this curriculum, she emphasized how important it is for leaders to have confidence in themselves. Though facing challenges and getting through them in life, she developed a feeling of confidence. She feels that good leaders work with others and see the gifts that each person can offer. Good leaders know how to find those strengths in others and bring

them out. Good leaders also have a good sense of humor, and can use it to put people at ease. The confidence and pleasant and confident nature of a strong leader feels good to those around them and inspires trust and cooperation.

- **Joseph Delgado** (Alutiiq) is the son of Refugio (Duke) and Sonja Delgado. He was born in Kodiak and has been married to Airene Jane for 12 years and he has two children - Eliana and Joseph. Joe worked as the Tribal Transportation Coordinator for the Native Village of Ouzinkie for nine years and his department completed three major projects - widening and improving F Street, a Long Range Transportation Plan (LRTP), and the first Transportation Safety Plan (from bio of Ouzinkie Corporation). He has served on both City and Tribal councils as well as Planning and Zoning commissioner and currently a Borough Assembly member. He believes it is important as a leader to be able to talk to all different kinds of people. He feels good leaders listen first, and speak second. It is important to hear what people have to say, and it also gives you more information to use when you share your ideas with them.
- Invite a local Alaska Native leader (such as a business owner, an Elder, or a Tribal council member) to share what they have found is important for leaders, and how they learned the skills that have helped them in leadership roles.

Evaluation

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

- Describe Indigenous and Western styles of leadership.
- Give at least three examples of what effective leadership looks like in action.
- Extension: What are examples of Indigenous and Western styles of types of organizations?

Additional Resources

- *Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education* by Ilarion (Larry) Mercurieff and Libby Roderick, University of Alaska Anchorage (2013): https://www.uaa.alaska.edu/academics/office-of-academic-affairs/faculty-development-instructional-support/difficult-dialogues/documents/Stop_Talking.pdf
- Alutiiq/Sugpiaq Values come from <http://alutiieducation.org/html/home/earth.php>. A slightly different version of these values can be found at <http://www.ankn.uaf.edu/ancr/values/alutiiq.html>.
- Willie Wolf, M.P.A. and Faith Spotted Eagle developed a Native leadership model called *Spirit Smart* in which they discuss the five qualities they felt exceptional Native leaders possess. Wolf describes these qualities at this link: <https://www.linkedin.com/pulse/five-qualities-native-american-leaders-willie-wolf-m-p-a> Note: This link was included in the *Expanding the Circle* curriculum (pg 47).

American Indian Views on Leadership

The following is a list of points of view about leadership that is sometimes attributed to an American Indian perspective. Look at these examples of leadership as an opportunity to open a discussion with American Indian youth about their experiences with family members and elders in their community about their understanding of tribal leadership historically. Compare these views with what we commonly think leadership attributes of as “white culture.”

Concept	White (American) Culture	American Indian Culture
Time	Be efficient; make good use of your time.	Things happen when people are ready for them to happen.
Responsibility	The leader is responsible for behavior and work of others.	Who is in charge is not necessarily the essential ingredient of success.
The Individual	You are ultimately responsible for your own success.	Accountability belongs to the group, not one person.
Decision-making	The leader determines how much discussion before decision and action.	Typically sitting in a circle, talk and listen until discussion is complete and decision needs to be made.
Personal Image	Define your own image.	Don't try to stand out or promote his/her advancement.
Organizational Roles	Role in a group is determined by where you fit on the organizational chart.	Value placed on the person who does what needs to be done.
Building Understanding	One person conveys information to others as the authority on the topic.	A person defines trust as a willingness not to interfere in how others construct their understandings.
Setting Goals	Set out to define an outcome at the beginning; develop objectives and deliverables.	Goals are a process that are decentralized, organic, and intuitive.
Family and Relatives	Nepotism is unethical.	A leader is obligated to promote the interests of the family.

Used with permission from Ferguson, J. (2020). *Expanding the circle: Respecting the past, preparing for the future* (2nd ed.). Minneapolis, MN: University of Minnesota, Institute on Community Integration. This content appears on page 46 of the curriculum.

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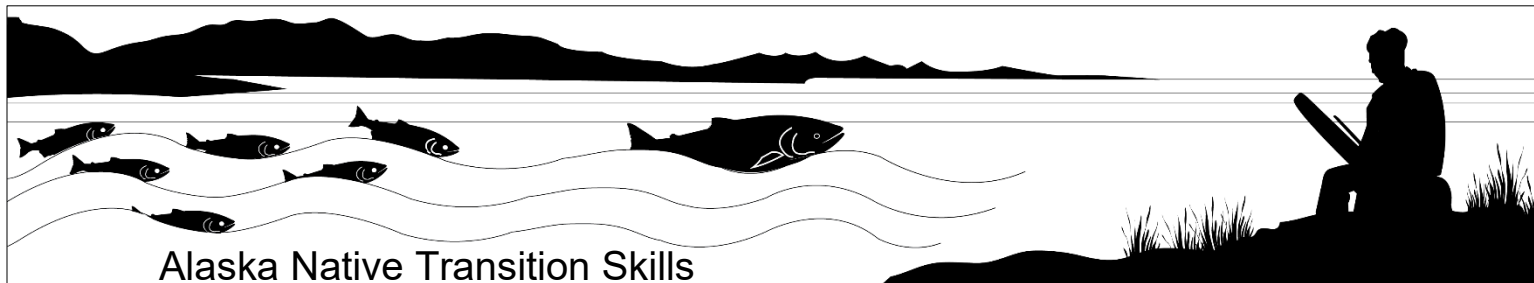
Characteristics of Indigenous and Western Cultures Cards

For the activity, cut out these qualities so they can be sorted into Indigenous/Western by the students. As they are sorted, discuss the characteristics of Indigenous and Western cultures, and how it might apply to leadership styles (From [Stop Talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education](#) by Ilarion (Larry) Mercurieff and Libby Roderick, University of Alaska Anchorage 2013, page 34)

(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
Economies depend on small-scale hunting, fishing, and harvesting in interdependent relationship with other people and the land.	Economies depend on the mass production of goods and information.



Alaska Native Transition Skills

Leaders Live Their Values

Overview

In this lesson, students will learn about the values of the Alutiiq/Sugpiaq peoples, and what it means to have values and live by them. One of the ways leaders gain trust of others is when their actions express their values.

Alaska Cultural Standards

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

Alutiiq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning - liicirpet
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Define what a “value” is.
- Explain why the traditional tribal values are important to the Alutiiq/Sugpiaq 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 leader’s actions to show their values.

Materials

- *Alutiiq/Sugpiaq Traditional Tribal Values* student handout
- Teacher resource: *Traditional Alutiiq Tribal Values Compass Activity and Discussion Guide*

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 the Alutiiq/Sugpiaq peoples of Alaska. 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 Alutiiq/Sugpiaq peoples; 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 leaders 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 the Alutiiq/Sugpiaq peoples? *(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 leaders to have strong values and to show those values through what they do? *(It helps build trust with others and can inspire others to work better together.)*
- **Introduce the Traditional Tribal Values and read through the poster/website.** Briefly talk about each one, and a little bit about what it means. Depending on the students you are working with, you can also visit and explore the Alutiiq values, organized into the "spheres" of physical, social, cognitive, spiritual and ethical starting with the physical sphere at <http://alutiigeducation.org/html/home/earth.php>.
- **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.

- Depending on the students, this could also be printed as a large poster, with bigger cards, and then done as a whole group.

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

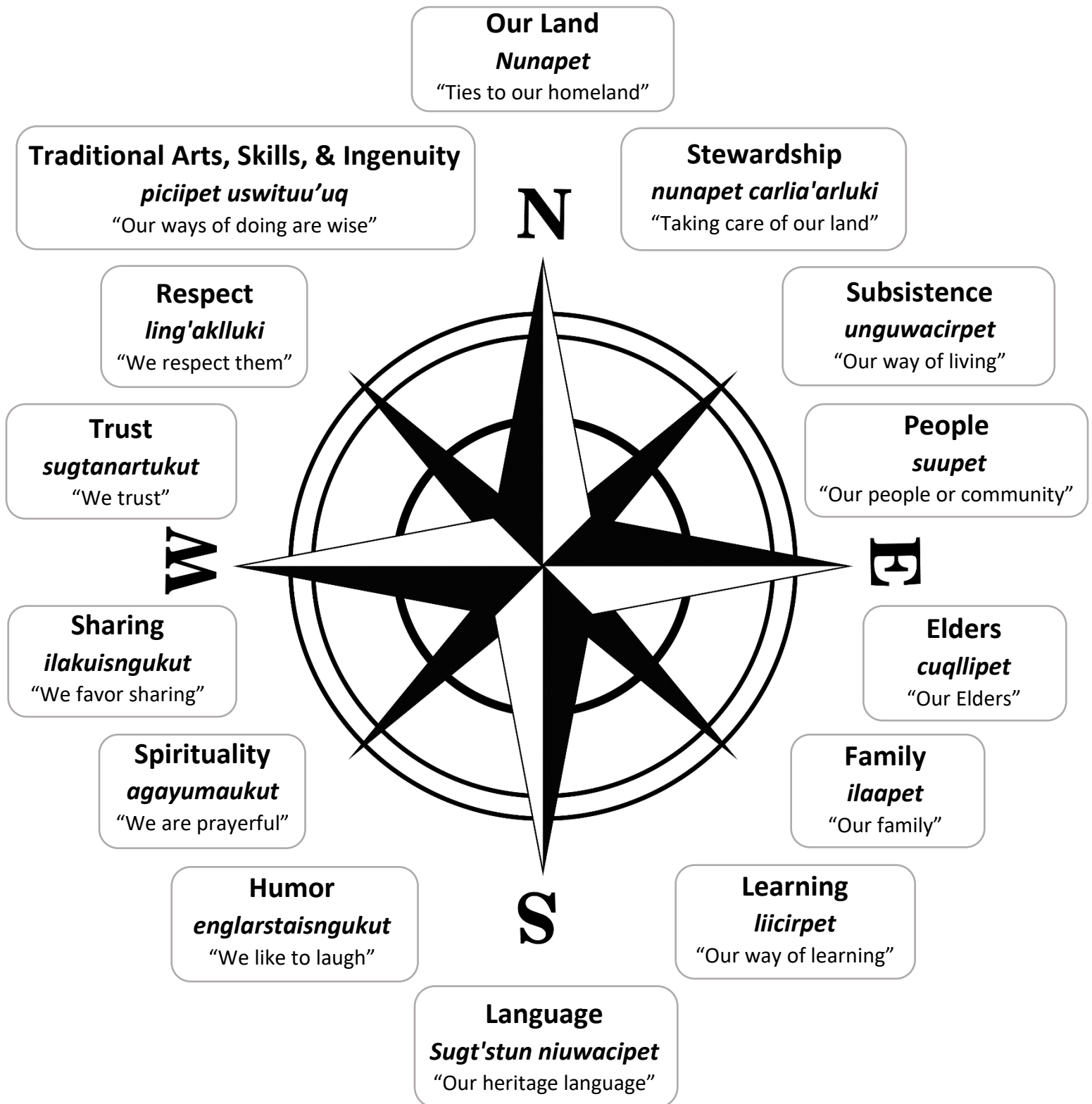
At the end of the lesson, ask the students these questions:

- 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 leaders to show their values through their actions and words?

Additional Resources

- 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://alutiqeducation.org/html/home/earth.php>.
- Alutiiq Values poster: <http://alutiqeducation.org/html/resources.php?r=116>
- Alutiiq Values Slide show: <http://alutiqeducation.org/html/resources.php?r=115>

Alutiiq/Sugpiaq Values Compass



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

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?**

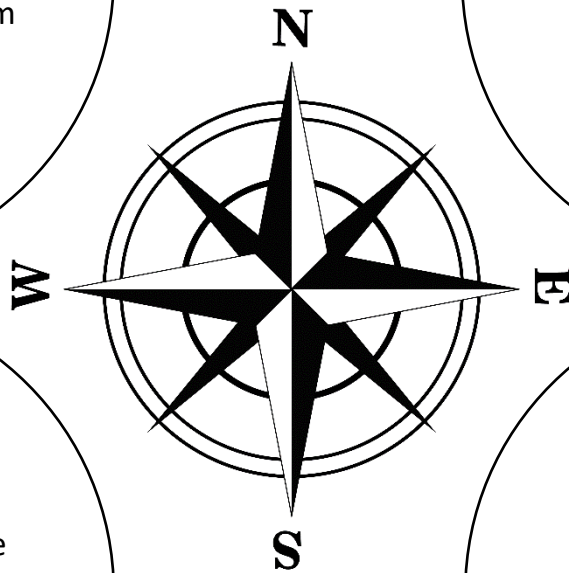
You bring salmon that you and your family helped harvest to an Elder in your community. You greet them in Alutiiq when you see them.

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 aunties visit, even though it feels like it is taking a long time.



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?**

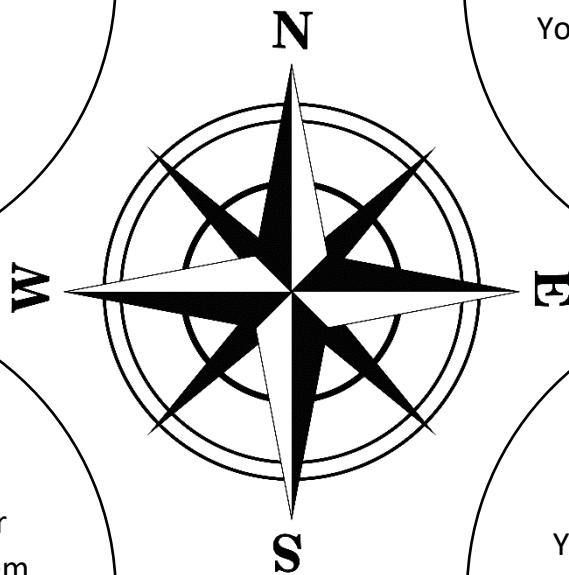
You help carry heavy bins of
firewood and stack it in the shed
at your neighbor's house.

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.

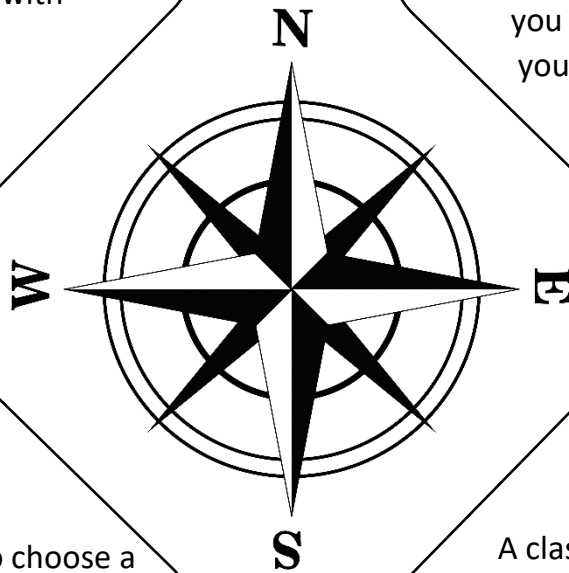


Alutiiq/Sugpiaq Values Compass Activity: Cut out these shapes containing decisions a person could use values to make. You can place them in the center of the Alutiiq/Sugpiaq Values Compass (Student Handout) and then decide which values are connected to that action. There is no wrong answer!

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.

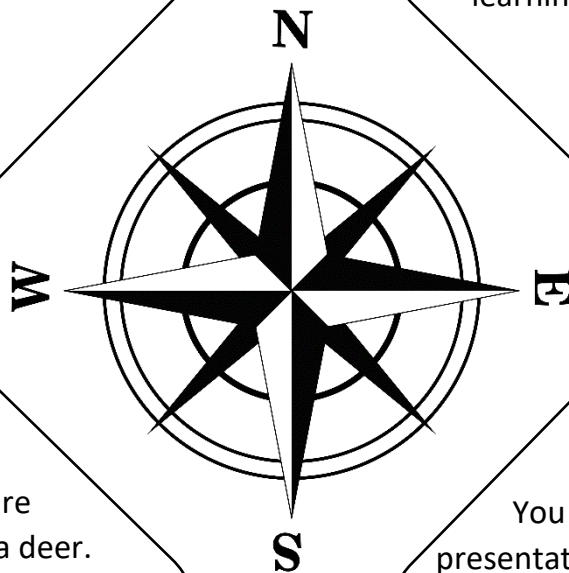
Your friend is angry and upset, and they show this by yelling and throwing things.

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.

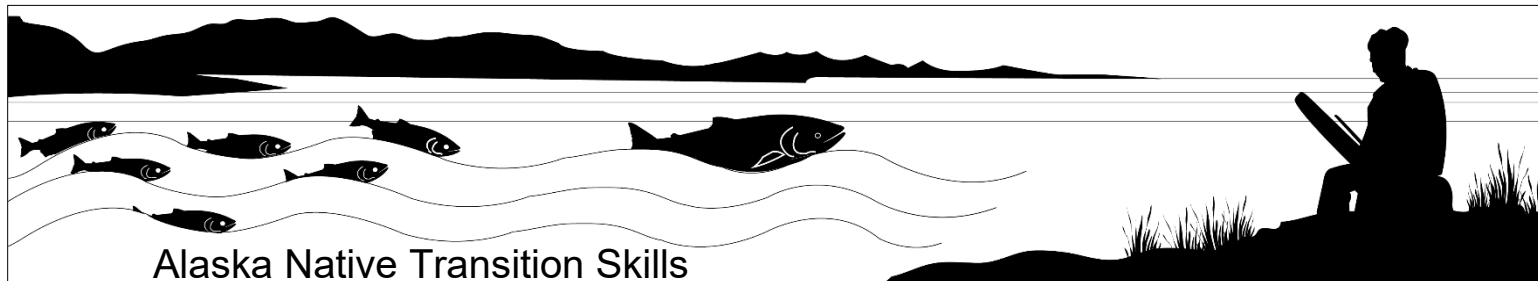
Your friend wants you to skip your traditional dance practice, but you are looking forward to learning and practicing with your dance group.



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.



Alaska Native Transition Skills

Leaders Have Confidence: Facing Challenges

Overview

In this lesson, students will learn about what it looks and feels like to have confidence and believe in yourself or your abilities. Generally, people build their confidence when they are able to overcome challenges, face their fears and reach their goals. This gives a feeling that you can continue to face challenges which helps you to build your confidence in yourself.

Cultural notes: Many Alaska Native people will relate to the idea of facing a challenge more than the idea of “problem-solving.” Things in life that happen unexpectedly are not problems, they are just things that happen and have to be faced.

Depending on your students, you may need to discuss how confidence and knowing your strengths is different than being boastful or bragging, which is not encouraged in many Alaska Native cultures. Indigenous peoples, regardless of age, are continually faced with the effects of historic and inter-generational trauma. While they experience these effects throughout their daily lives, they generally don't understand that their lack of belief in themselves can be coming from generational trauma. Helping young people understand that some of the things they face is not their fault and there are steps to help them work through it, such as overcoming daily challenges and growing your belief in yourself.

Alaska Cultural Standards

- A1, A6, B2, B3, B4, C3, D5, D6, E1, E8

Alutiiq Values

- | | |
|---|---------------------------------|
| ● Land - nunapet | Language - Sugt'stun niuwacipet |
| ● Stewardship - nunapet carlia'arluki | Humor - englarstaisngukut |
| ● Subsistence - unguwacirpet | Spirituality - agayumaukut |
| ● People - suupet | Sharing - ilakuisngukut |
| ● Elders - cuqlipet | Trust - sugtanartukut |
| ● Family - ilaapet | Respect - ling'aklluki |
| ● Learning – liicirpet | |
| ● Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq | |

Learning Objectives

The student will be able to:

- Give examples of what confidence looks and feels like.
- Describe the steps of facing a challenge positively.
- Explain why confidence is an important skill for leaders to have.

Materials

- *The Steps to Face a Challenge* Student handout
- *Learning Story: Brandon's Challenge* Teacher Resource

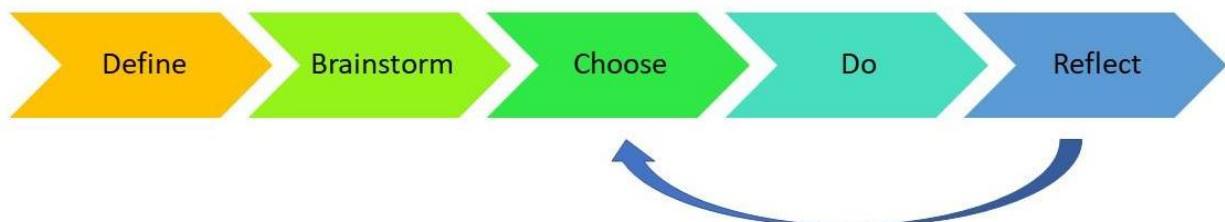
Vocabulary

Challenge	An obstacle or something unexpected that you have to figure out.
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.
Self-confidence	A belief in your own abilities and strengths.
Self-efficacy	A feeling you will be able to overcome challenges that come your way.

Activities and Adaptations

- **Share the goal of today's lesson:** “Today we are going to learn about what it looks and feels like to have confidence, and how you can build your confidence by facing challenges in your life. To learn about this, we will share ideas and learn about the steps to face a challenge with a handout, and then apply those steps in a learning story. By the end of this lesson, you will be able to give examples of what confidence looks and feels like, and describe the steps of facing a challenge positively. You will also be able to explain why confidence is an important skill for leaders to have.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is a confidence? What does confidence feel like? (*A feeling you are strong and can do what you need to do. A feeling you are sure of yourself and your abilities. Belief in yourself.*)
 - How do you recognize confidence in others? Can you think of an example of when you saw a leader show confidence in themselves? What stood out to you in that moment? (*Body language shows a person standing tall. They feel comfortable sharing their ideas, and believe others will be interested in what they have to share.*)
 - Why is it important for leaders to have confidence in themselves? (*It builds trust, and confident leaders are better prepared to advocate for the needs of the people they serve, having confidence in yourself helps you face your fears and move through difficult things....*)
- **Connect the Alutiiq Values of today's lesson with the objectives—**
 - Learning – *liicirpet*—*As we face challenges, it gives us opportunities to learn and grow in who we are. Our growth benefits our family and community and honors our Ancestors.*
 - Humor – *englarstaisngukut*—*Keeping a sense of humor as we face challenges is important medicine. It keeps things light and helps release feelings of frustration, embarrassment or anger. It helps us connect with others and get through the challenge.*

- Spirituality – agayumaukut—*Our beliefs and Spirituality can be a source of strength as we face challenges in life.*
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq—*Our Ancestors gave us many gifts through the arts and ways of making and doing things. They faced challenges and were able to overcome them through their creativity, persistence, and ingenuity. By using our skills and creative thinking to overcome challenges, we honor our Ancestors.*
- **Introduce the concepts of self-confidence:**
 - Confidence can look different for everyone. Some people have a more bold way of showing confidence, while others may show a quiet strength.
 - Your confidence can be strong in some situations and shakier in others. That is normal. The more experience you have navigating different kinds of situations, the more confident you can become. A belief in yourself even in a single area is essentially confidence. You can build on that feeling and grow it in other areas too.
 - Some people seem to naturally be confident in themselves, while others have to really work on it. It is a skill that you can learn with practice.
 - How can you learn confidence? One way is knowing you can face the challenges you find in life. These steps to facing a challenge can help you think about a challenge and get through it.
 - When you believe in yourself, you are more likely to be able to face the challenges that life brings your way.
 - “It is important to keep moving forward even when you have doubts. Act as if you are confident, have a positive outlook, and it will be a ‘self-fulfilling prophesy.’ You will become more confident in yourself.” Joe Delgado
- **The Steps to Face a Challenge—Talk through the student handout**
Just like using your muscles makes you stronger, the more you face challenges, your abilities and confidence to face challenges will increase. Challenges are opportunities to learn and grow and to get creative. Facing a challenge with a positive attitude can help you find your way through it.



- **Define the challenge, and why it is happening**
In this step, you think about your situation. You can draw on the wisdom of others. What is the cause of the challenge? You can ask yourself a series of “Why” questions, to try to understand the challenge better.

- **Brainstorm possible actions**
You can share your goals with family members or Elders, and see if they offer suggestions that help you move forward. You can seek advice from a trusted friend. You can find out how others have faced a similar challenge.
- **Choose an action to try**
What will you do to face your challenge?
- **Do the action you decided to try**
- **Reflect**
Did your action help you face your challenge? If not, you can choose another from step 3 to try. When facing a challenge, it is very normal to have to try several things before you feel you have met the challenge.
- **Activity:** Apply the steps to face a challenge by sharing the learning stories (Teacher Resource) with the students and ask them to help the people in the stories to face their challenges. Talk them through the stories as they look at their student handout and discuss the steps.
- **Extension: Overcoming Negative Messages**
Like students from many other non-Western cultures, Alaska Native students face negative messages and stereotypes every day about the peoples and traditions of Alaska Native communities. There are still few positive examples of Alaska Native lives in classrooms or the media. Sometimes students can be very aware of these negative messages and beliefs, and because they are surrounded by them, may believe they are true. The effects of these negative messages can range from anger to depression to low academic performance. It is very important to challenge your belief in these messages because they are untrue.

How do you challenge negative messages?
It takes work to not take in and believe negative messages. Sometimes these messages have become part of how we think and what we believe. Becoming aware of the messages, and deciding whether or not they are true, is the first step. The second step is replacing negative messages with positive, true ones. Finding other people who see your strengths and believe in you can reinforce these positive messages and remind you of your abilities and the ways you are an important part of your family and community.

You may also hear negative messages about Alaska Native people in general. This might be something related to limited abilities or other negative belief. It is important not just to overcome negative messages specifically about you, but about Alaska Native people in general. Use your own experience to counter what you may hear. If someone says, “Native people can’t go to college and work in a profession,” and you know people who have gone to college and who work in a profession, you can counter the negative message with what you know to be true.

Reflection:
Was there a time you realized a negative belief or message wasn’t true? How did you replace it with a positive message?

Learning stories

- Talk to an Elder, family member or a leader in your life and ask them to describe a time when they faced a challenge and gained confidence in themselves.
- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story of facing a challenge and how they got through it.

Evaluation

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

- What does confidence look like? What does it feel like?
- What are the steps of facing a challenge positively?
- Why is it important for leaders to feel confident that they can face challenges?

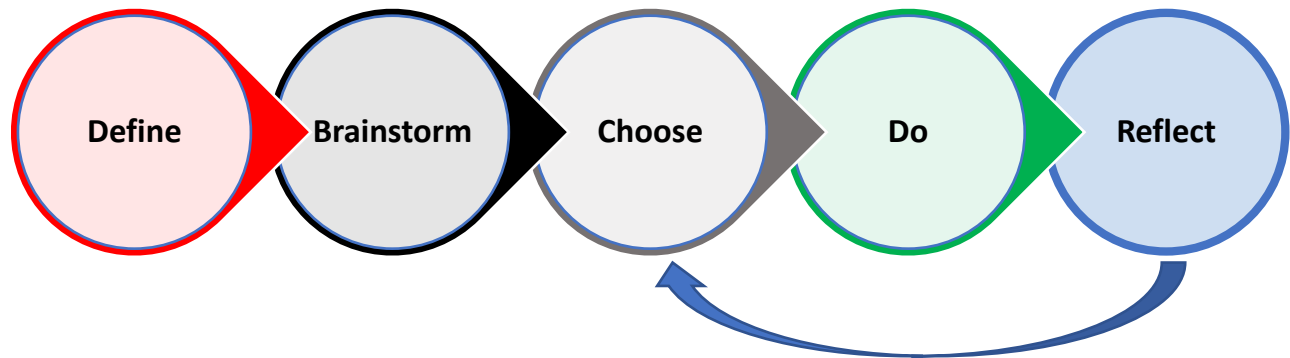
Additional Resources

- WikiHow: How to Face a Challenge. Illustrated article with pictures and more details for the steps. Good resource for the lesson, though the page does have ads.
<https://www.wikihow.com/Face-Challenges>
- *Dreaming in Indian: Contemporary Native American Voices*, edited by Lisa Charleyboy and Mary Leatherdale, Annick Press (ISBN-13: 9781554516865). This is a collection of stories by Native Americans that discuss stories of overcoming different kinds of hardships from an Indigenous point of view. For students who enjoy a higher level discussion, an essay could be read and discussed. [This resource was suggested by the Expanding the Circle Curriculum, lesson 27. <https://etc.umn.edu/curriculum/curriculum>]
- *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>

How to Face a Challenge

When you set a goal, it is normal that you will run into challenges that you didn't expect. When you face a challenge and are able to get past it, it makes you stronger and builds your confidence.

Next time you face a challenge, try these steps to find a way forward.



1) Define the challenge, and why it is happening.

In this step, you think about your situation. What is causing it to happen? Ask yourself a series of “Why” questions to understand it better.

2) Brainstorm possible actions.

What needs to be done, or what needs to be changed, in order to face your challenge? You can share your goals with family members or Elders, and see if they offer ideas or stories that help you. You can ask a trusted friend.

3) Choose an action to try.

4) Do the action you decided to try.

5) Reflect.

Did your action help you face your challenge? If not, you can choose another idea to try.

What is a challenge you have faced? How did you get through it? _____

Learning Stories: Facing Challenges

Read through these learning stories with the students, and discuss each step. Have them practice using the steps to help the people in these stories to face their challenges. Allow the students to make suggestions before sharing the next step in the story.

Brandon

Brandon was falling asleep in class. He noticed that he was missing important information, and because of this, had missed questions on the last two quizzes and gotten Cs when he usually got Bs or better. He wanted to figure out what the issue was, so he could change it.

Step One: What is the challenge? What is causing it?

How would Brandon figure out what the challenge was, and what was causing it? What could he ask himself?

Brandon asked himself a series of “Why” questions to better understand his challenge:

- Why am I sleeping in class? *I’m not sleeping well at night.*
- Why? *Because I am staying up looking at my phone.*
- Why? *I look at my phone when I feel restless.*
- Why? *My mind is tired, but my body isn’t tired.*

Step Two: Brainstorm possible actions

Now that Brandon better understands why he isn’t sleeping at night, what kinds of actions could he brainstorm to try?

Brandon thought about the last time he slept hard, and it was after a hike with a friend. He had been busy lately with school, and had stopped his usual exercise routine. He brainstormed ideas of how he could work more exercise into his busy day. He also thought about reading a book instead of getting on his phone. He had heard that the blue light from the phone screen can make it hard to go to sleep.

Step Three: Choose an action to try

Which action or actions should Brandon try?

Brandon decided to use his phone to track his steps, and to try to walk more during the day and increase his steps.

Step Four: Do the action you decided to try

Brandon set a daily goal for his steps, and tracked them on his phone. Most of the days, he met his goal.

Step Five: Reflect

How long should Brandon try his actions before he knows if they are working? How will he know things are improving?

After one week, Brandon reflected on his challenge. He had increased his steps and was getting more exercise throughout the day. He did feel he was more tired at night, but still was spending up to an hour on his phone before falling asleep. He was still tired during the day, and sleepy in class.

What can Brandon do now?

He looked back at his list. He decided to try giving up his phone at night, and trying a book.

Outcome:

After one more week of continued exercise, and giving up his phone once he got into bed, he reflected on if his actions were working. He had been falling asleep easier, and only had to read a book for 10 minutes before getting sleepy. This was much better than the hour or more he had usually been on his phone. Even though he still felt sleepy sometimes in class, it was getting easier to focus and participate. He felt he was on the right track with his changes.

When facing a challenge, it is very normal to have to try several things before you feel you have met the challenge. *Think of a challenge in your life that you faced. How did you approach figuring it out, or taking action to meet the challenge or solve the problem?*

Emily

Emily had just received the final assignment in her history class. Students had to create a presentation of their final paper and present it to the class. She had a sick feeling in her stomach as she read what she had to do. Emily did not like to speak in front of other people. It made her feel shaky and nervous. Her throat would get dry and sometimes it was hard to make a sound. It was hard to find the words when she felt so anxious. After thinking about it, she decided it was a challenge she would like to face, so she decided to learn how to be more comfortable speaking in front of others.

Step One: What is the challenge? What is causing it?

How would Emily figure out what the challenge was, and what was causing it? What could she ask herself?

Emily asked herself a series of “Why” questions to better understand her challenge:

Why do I get so nervous speaking in front of others? *I might not say the right thing, I might not know what to say.*

Why? *My nerves and anxiety make it hard to think.*

Why? *Looking out at everyone I worry what they are thinking.*

Why? *I worry I might say something wrong and they’ll laugh at me.*

Step Two: Brainstorm possible actions

Now that Emily better understands where some of her fear comes from about public speaking, what kinds of actions could she brainstorm to try?

Emily thought about what could help. She remembered her grandmother sharing with her how she had grown more confident. Her grandmother stood tall and when she walked into a room, she focused on what made her comfortable and then started from there. She acted as if she had decorated that room, that it was her space. She thanked her Ancestors for the opportunity to be in that room to share what she had to offer, and pictured the Ancestors there with her.

Emily then thought about the paper she had written, that she would be presenting about. It was about the history of subsistence practices in her village. She had interviewed Elders and

had learned a lot about how things had changed, and what was still the same. She felt it was important for others to know about. She thought maybe if she practiced it, she could feel more confident and overcome her fears.

Step Three: Choose an action to try

Which action or actions should Emily try?

Emily decided to get the prep work for her presentation done early, so she could practice it more. She also decided to practice standing tall as she walked into the classroom, and looked around for what could make her feel more comfortable in the space.

Step Four: Do the action you decided to try

Emily practiced walking into the history classroom every day standing tall. She looked for what made her feel comfortable, and noticed that the plants in the room were calming. She also worked on her outline for the presentation, and found she was excited to share some of the things she had learned from the Elders she interviewed.

Step Five: Reflect

How long should Emily try her actions before she knows if they are working? How will she know things are improving?

The day before she had to give her presentation, Emily thought about her challenge. Being prepared and feeling more comfortable in the room she would give the presentation was helping her nerves, but she still felt very anxious.

What can Emily do now?

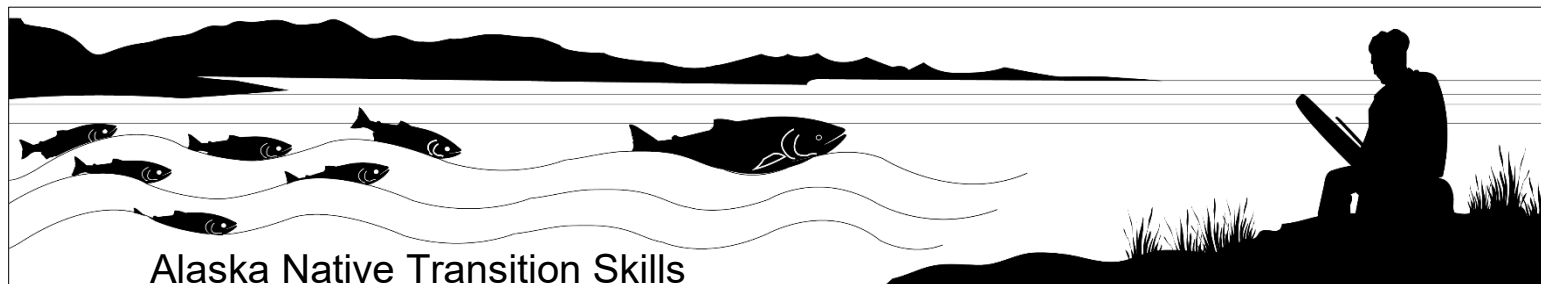
She looked back at her list, and what her grandmother had shared. She decided to thank the Ancestors for the opportunity to share about the knowledge they had given her about subsistence, which had allowed her people to thrive. She would picture them there with her as she shared this information with others. She slowed down and took a deep breath. She felt she was ready.

Outcome:

The day of her presentation, Emily walked into the classroom with confidence. She thanked her Ancestors for the opportunity, and pictured them there with her. She reminded herself that what she had to share was important for others to know. She took a deep breath as she went to the front of the class. She was comfortable with the information and was able to give her presentation. She felt good about what she had shared.

When facing a challenge, it is very normal to have to try several things before you feel you have met the challenge. *Think of a challenge in your life that you faced. How did you approach figuring it out, or taking action to meet the challenge or solve the problem?*

Note: The advice from the grandmother about standing tall and “decorating the room” was adapted from information shared by Susan Malutin in an interview with the author. Thanks to Susan for sharing this.



Alaska Native Transition Skills

Leaders Have Confidence to Set and Reach Goals

Overview

In this lesson, students will learn about the leadership skill of setting goals that can be reached with confidence and belief in yourself. People gain confidence when they are able to reach goals individually and by working with others. Knowing how to make a goal, and adjust it as things change is an important skill for leaders. Cultural notes: Depending on your students, you may need to discuss how confidence and knowing your strengths is different than being boastful or bragging, which is not encouraged in many Alaska Native cultures.

Alaska Cultural Standards

- A1, A6, B2, B3, B4, C3, D5, D6, E1, E8

Alutiiq Values

- | | |
|---|-----------------------------------|
| • Land - nunapet | • Language - Sugt'stun niuwacipet |
| • Stewardship - nunapet carlia'arluki | • Humor - englarstaisngukut |
| • Subsistence - unguwacirpet | • Spirituality - agayumaukut |
| • People - suupet | • Sharing - ilakuisngukut |
| • Elders - cuqllipet | • Trust - sugtanartukut |
| • Family - ilaapet | • Respect - ling'aklluki |
| • Learning – liicirpet | |
| • Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq | |

Learning Objectives

The student will be able to:

- Describe the steps that “SMART” stands for related to setting a goal.
- Practice setting SMART goals in an activity.
- Describe how to change a SMART goal if needed.
- Describe why setting strong goals is an important skill for leaders.

Materials

- *How to make a SMART Goal* Student handout

Vocabulary

Consensus	A general agreement about something in a group of people.
Goal	Things we want to achieve, and the things we aim for as we choose a certain path for ourselves. Goals motivate you to do what it takes to get where you want to go.
SMART	Stands for S pecific, M easurable, A ttainable, R elevant, T ime-based
Self-confidence	A belief in your own abilities and strengths.

Activities and Adaptations

- **Share the goal of today's lesson:** "Today we are going to learn about setting goals to make progress on things we want to have or do in life. To learn about this, we will listen to a learning story, look at a handout, and talk about examples of goals that are more or less likely to be reached. By the end of this lesson, you will be able to describe what makes a strong goal, change goals if needed so they are more likely to get done, and set a goal for yourself that you feel confident you can do. You will also be able to explain why setting strong goals is an important skill for leaders to have."
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to set a goal? *To decide on something you want to achieve, and the actions you need to do to reach the goal.*
 - How do you know if you reached your goal?
 - Why is it important for leaders to know how to set strong goals? *(It shows others they can follow-through and reach a goal, it helps others to have confidence in the leader, if the goal is shared by others, and the steps to achieve it are clear, then the whole group or community can achieve their shared goal...)*
- **Connect the Alutiiq Values of today's lesson with the objectives—**
 - Land – nunapet—*When we are connected to the land, we know where we are from. We know our place in the world, even when we are far away. This land grounds us and gives us a strong foundation in knowing who we are.*
 - Stewardship - nunapet carlia'arluki—*When we remember our relationship to the land, and the responsibility we have to care for the land and each other as our Ancestors cared for the land, it reminds us of what is important as we set goals for ourselves and our communities.*
 - People – suupet—*Our people are continuing to move forward, tied to a long history of our Ancestors. When the people work together to accomplish their vision, this honors those who came before, and those that come after.*
 - Family – ilaapet—*Our family is our foundation. They are our roots. Our family can support our dreams and work with us as we learn and grow. In turn, we can take care of our family members and support their dreams.*

- **Think of a goal.** “Think about something you want to have or achieve in your life. This could be something your family needs, or something you want to buy, or something you want to learn about. Once you know what you want, how do you get it? Most goals need to be broken down into smaller pieces that can give you a road map of how to get there. When you do these smaller pieces, it moves you toward your goal. It can be hard sometimes to know what the smaller pieces look like, so today we will talk about how to approach this.”
 - Read the learning story below about Dylan to help the students understand the concepts.
 - Use the SMART Goals handout to learn about SMART goals, and help another character improve her goal. These are reading heavy compared to other curriculum materials, so assist and be patient as needed.
 - Following the lesson, have the students set a small and achievable goal as homework. It should be something they can do that evening and report back on the next day. They should create their goal using the SMART format.
 - Reflection: The day after, ask the students how it went with their goals. If they were not able to do them, discuss the challenge they faced, and how the goal could be changed to boost their chance of success. This discussion of how to meet challenges ties in well with the last lesson.
- **Think about confidence:** When you set a goal, it is important to find the sweet spot between it being a meaningful step that you can do, but not so big that it is too hard to succeed. Sometimes, when people set a SMART goal, they make it too easy. Though it might mean they get it done right away, did it really help move them toward a bigger goal? The more goals you set and achieve, the more you will build your confidence and the bigger your goals can become.
 - **So, how do you know if your goal is too big?** One way to know if your goal is at the right level is to ask yourself, “how confident am I that I can complete this goal?”
 - **If your answer is “not very confident,” your goal may need some changes.** Ask yourself, “What part of my goal makes me feel less confident I can reach it? What can I change to boost my confidence?” Maybe you could break the goal into smaller steps. Maybe you need more time. Maybe you need to bring in your circles of support and get support from a family member or friend.
 - **If you feel totally confident you can reach your goal, it may be just right, or you might want to make it just a little more challenging.** If you can easily exercise 15 minutes a day, and you have been already doing that, try setting your goal for 20 minutes a day. As long as you still feel confident you can do it, and it provides you some level of challenge, then your goal is a good match.
- **Leaders and goals:** Discuss why setting and achieving goals is a good leadership skill. You can learn about goal setting for yourself, and by supporting others in reaching their goals. As a leader, you may be in a position to work with others in your community to set and reach a goal the community wants.

- **Reaching our goals:** One way we learn confidence is by observing others and seeing them accomplish their goals. In 2012, Autumn Ridley broke the world record for the Alaskan High Kick, one of Native Youth Olympics' most popular events. Listen to her story, and answer the questions below. ***I am a Native Youth Olympian*** (4:04): <https://www.pbs.org/video/indie-alaska-i-am-native-youth-olympian/>
 - How did Autumn Ridley build her confidence to set a new record?
 - How did she stay motivated to learn her sport?
 - What is Autumn's advice for reaching your goals?
- **Extension: Group Goal Setting**
 - When a group comes together to decide on a shared vision or goal, a leader can be helpful to clarify the group's goals and the needed actions the group can take to achieve the goal. People in the group will bring their own ideas and gifts to the discussion. Some people may not agree on the goal, or on what actions are needed. In these discussions, many ideas get presented and are thought about.
 - A good leader listens to the ideas of others and works to understand what the group is working toward, and what they have to work with to get them there.
 - Once there is agreement on the goal, then the same process happens to decide the best actions to take. The leader works to use the ideas and skills of the people in the group. The leader helps the discussion stay focused on the shared goals versus demanding the process go a different way.
 - If people feel strongly about their ideas, and they are very different than others in the group, a leader will work to find a way to bring the different ideas together into actions everyone feels good about. (This is called consensus.) Many times when people have very different ideas, it helps a better idea to come to the top. Making space in the group to make sure that people understand your point of view but that you also listen thoughtfully to understand their point of view helps to deepen the thought process.
 - **Group Goal Setting activity:** Have the group brainstorm about a change they would like to see at school or in the community. Have them follow these basic steps, and then debrief after the activity about how it went.
 1. Decide on a change to focus on in the school or community
 2. State the desired change as a goal.
 3. Discuss what the positive benefits would be of the proposed change. How does the change reflect the group's values?
 4. What actions or activities are needed to make this change? Who would do them?
 5. What would be the timeframe to do these needed actions?
 6. What are potential obstacles that will get in the way? How will we face those?

Debrief:

- This was practice of how groups of people work together to set and achieve shared goals. How did it feel to work together to create a goal?
- How did the group decide on a goal? Does the shared goal reflect everyone's ideas and input? Were there differences of opinion as the group worked together? Did those differences help shape the final result?

Learning stories

- A boy named Dylan wanted to do something nice for his grandmother. He thought about different things he could do for her. He noticed that her firewood in her house was getting low, and that it was hard for her to carry more in. He decided he wanted to cut up enough wood so it would last her a couple of weeks.
He asked his older brother to help cut the logs outside her house using a chainsaw, and then Dylan used an ax to chop the rounds into smaller pieces that would fit into the fireplace. He cut some wood very small to make kindling that she could use to start her fires. He carried the wood in and stacked it neatly by her fireplace. His grandmother was very pleased to see all of the wood ready for her to use to build fires! Dylan felt glad he was able to accomplish this goal that helped his grandmother.
- In this story, let's look at how Dylan made a SMART goal he was able to achieve (look at first page of handout as you discuss this part):
 - **Specific:** If Dylan had only thought about how it would be nice to do something for his grandmother, but didn't figure out something specific to do, he would not accomplish his goal. Dylan thought of a specific goal: Cut up enough firewood to last his grandmother two weeks, and carry it inside for her to use.
 - **Measurable:** When his goal is measurable, he is able to know if he reached his goal or not. He wanted to cut and stack enough wood to last her two weeks.
 - **Attainable:** He was able to do everything himself except cut the logs into rounds. He needed to ask his brother to use a chainsaw to do that part. His brother agreed to help, so he knew he would be able to reach his goal.
 - **Relevant:** He knew the goal he set of cutting firewood would reach his bigger goal of doing something nice for his grandmother. The actions in his goal were the right actions to get him what he wanted.
 - **Time-based:** Dylan made a plan with his brother to meet after school to cut the logs into rounds with a chainsaw, and then Dylan split those into firewood and kindling. He did it on a day that his brother could meet him there, and then he worked until it was done.
 - **Reflect:** In the end, how did Dylan know he had accomplished his goal? He had enough wood stacked to last his grandmother two weeks, and she was very pleased!

- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story of setting a goal and how they achieved it.

Evaluation

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

- What are the steps in a “SMART” goal? Why would someone want to use these steps to set a goal?
- What did you do to practice setting SMART goal?
- How can you change your goal if you need to change something to be successful?
- Why is setting strong goals an important skill for leaders?

Additional Resources

- WikiHow: How to Face a Challenge. Illustrated article with pictures and more details for the steps. Good resource for the lesson, though the page does have ads.

<https://www.wikihow.com/Face-Challenges>

- This video explains what it means to set SMART goals and gives many good examples. How to Set SMART Goals (3:56)

<https://www.youtube.com/watch?v=wGbmAH4mBPA>

Discussion following video: Why is it important for a goal to be Specific, Measurable, Attainable, Relevant, and Time Based? (*Specific: If your goal is too general, it is hard to take action or know where to start. Measurable: If you have no way to know when you have completed it, how will you complete it? Attainable: If your goal is too big or too difficult to do all at once, you are more likely not to succeed. Relevant: If your actions are not the right things to move you toward your goal, you won't reach it. Time-Based: If you always say, "I will do it tomorrow" it doesn't always get done. Set a time and a schedule for your actions, stick to your plan, and you will reach your goal.*)

Note: Some of this lesson was adapted from the Alaska Native Transition Skills Self-Employment Unit which can be found at: https://sesa.org/resources/educational_resources/alaska-traditional-transition-skills/

SMART Goals for Leaders

Setting goals is an important way to make progress to get things that you want in your life. Most big goals need to be broken down into smaller action goals in order to be achieved. One way to create goals that get you where you want to go is by making sure your goals are SMART.

When a goal is SMART, you can feel more confident you will be successful in completing it. A SMART goal is very clear, and has the actions to achieve it built right in.



If you set a goal, and find you are having a hard time reaching it, try changing it so it has all of these parts in it.

Specific—You need to make it detailed and exact. What exactly are you trying to accomplish or do?

Measurable—You have a way to know if you completed your goal. You understand how much further you have to go, if you don't complete it the first time you try.

Attainable—You have everything you need to do it right now, or know how and where to get what you need.

Relevant—Everything in your goal is working to help you reach it.

Time Based—Knowing *when* you will do the actions in your goal makes it more likely you will do them.

Ask yourself, “how confident am I that I can do what I said in my goal?”

If you are not very confident, what can you change that would boost your confidence?

Gwen's Beaded Headband Goal

Gwen wanted to learn how to make a traditional beaded headband for a dance performance she was planning to be in. She had been practicing beading and learning by watching her aunts. She had made some earrings and a bracelet, but wanted to make a beaded headband that used a pattern she found on the Alutiiq Museum website. She wanted to honor her family and her Ancestors by making her own regalia for the dance performance. Her first SMART goal about this looked like:

I will sew a headband from fur and leather and bead it within the next 4 weeks for my performance using a pattern and directions I found on the Alutiiq Museum website. How confident do I feel I can reach this goal? I do not feel very confident I can do this.

Is this goal SMART?
Should she use this goal, if she isn't feeling confident?

Gwen looked at each part of her goal, to see where she could change something to boost her confidence:

Specific	Sew a headband from fur and skin and bead a fringe onto it.
Measurable	Have the headband done in time for the dance performance.
Attainable	Sew the fur and leather together and then bead it. <i>Hmmm...I do not have a lot of experience sewing by myself, especially without a pattern to follow. This is where my confidence isn't as strong.</i>
Relevant	Make the headband. <i>Sewing is the right action to make the headband, but maybe there are more steps I need to know?</i>
Time Based	4 weeks until the dance. <i>Seems long enough, if I work on it a little at a time and don't leave it all to the last day.</i>

What do you think she could change that would help her feel more confident about her goal? _____

She thought for a moment. Who had experience that could show her? Her aunt was going to be working on regalia for some of the children that were dancing in the performance too. If she could go and watch her aunt, then she could see how it was done. If she started early, she could sew at her aunt's house. Her aunt would see if she was making a mistake and guide her. Also, her sister also had more sewing experience, so she knew she could ask her for help if she got stuck. She added some information to her goal:

I will observe my aunt making beaded headbands in the next week, and then work on my headband at her house by spending at least an hour, 3 times a week, to work on it so it is done in time for the dance performance 4 weeks away. My sister can also help me with the sewing if get stuck.

Now, with those changes, Gwen was feeling much more confident that she could reach her goal. She was ready to get started!

Think about a goal that you want to reach, and practice writing it so it is SMART:

S—What is your goal? _____

M—How will you know you have done it? _____

A—Do you have what you need to do it? _____

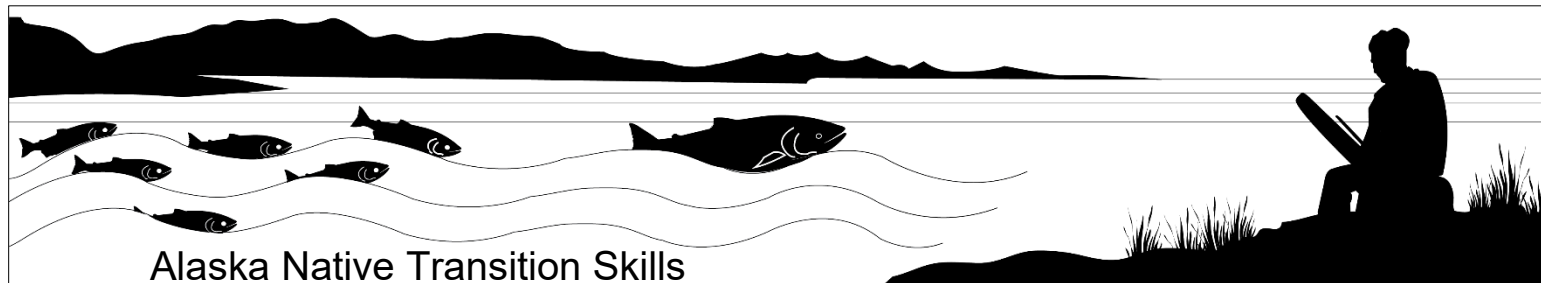
R—If you do what you plan, will you achieve your goal? _____

T—When will you do it? _____

How confident are you that you can reach your goal? _____

If you need to feel more confident, what could you change to feel more sure you can achieve your goal?

Gwen story adapted from a lesson in the *Alaska Bridge to College*, University of Alaska Southeast, 2019.
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Alaska Native Transition Skills

Leaders Have Confidence: Advocacy for Yourself and Others

Overview

In this lesson, students will learn about advocacy and how this skill can build their confidence as leaders. Cultural notes: Depending on your students, you may need to discuss how confidence and knowing your strengths is different than being boastful or bragging, which is not encouraged in many Alaska Native cultures.

Alaska Cultural Standards

- A1, A4, A6, A7, B2, B3, B4, C3, D5, D6, E1, E7, E8

Alutiiq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning – liicirpet
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Define advocacy and give an example of what it can look like.
- Describe why advocacy is an important skill for leaders.
- Extension: Describe how to use the “SGOC” tool to decide next steps in a situation.

Materials

- *SGOC Tool* Student handout
- *SGOC Learning Story Example* Teacher Resource

Vocabulary

Advocacy	Speaking your truth about the things in life that you or others need. Advocacy is sharing the things that are important to you or things that are for the betterment of others. It also means knowing your rights and your responsibilities. It is about facing challenges and reaching out to others when you need help and friendship. It is important that you have the knowledge you need to live a full life, participate in decisions that affect your life, and stand up for others in your community who also need help.
Challenge	An obstacle or something unexpected that you have to figure out.
Confidence	A belief in your own abilities and strengths.
Decision	A conclusion reached after thinking about possible options.
Growth Area	An area in your life you can improve by getting more experience and knowledge, researching, reading, thinking about it, and observing others.
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.
SGOC	This stands for Strengths/Growth Areas/Opportunities/Challenges, and is an adapted version of the SWOT (Strengths/Weaknesses/Opportunities/Threat) model used in organizations and by individuals to face challenges, set goals, and make decisions.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about advocacy and how being an advocate builds your confidence and leadership skills. When you advocate for things that are important to you, you are also advocating for others who feel those things are important to them too. To learn about this, we will share ideas and discuss a tool you can use to make personal decisions, and then practice using the tool to help someone in a learning story make a decision. By the end of this lesson, you will be able to give examples of what advocacy looks like, and describe how to use a SGOC tool to make a decision, and describe the connection between being an advocate and being a leader.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is advocacy? What does it look like when someone advocates for their needs or for the needs of others? *(Advocacy is knowing what kinds of supports you need to reach your goals. It is speaking up for your needs or the needs of others. It is learning how to get information about things that interest you, or that are important to your community.)*
 - How do you recognize someone is an advocate? What does it look like? *(It shows when someone speaks up to share what they think, to ask questions, and to ask for*

support when needed. An advocate appears confident, which shows up in their body language or the way they speak about something. (However, you don't have to be completely confident in order to advocate).

- *Why is it important for leaders to be advocates? (When a leader has the skills to recognize what is needed to reach a goal, whether for themselves or others, it helps build an important skill. Leaders need to be able to ask for support from others, and know how to be proactive when finding information they need to make decisions for themselves or others...)*

- **Connect the Alutiiq Values of today's lesson with the objectives—**

- *People – suupet—We are responsible for the people around us and ourselves. When we can be clear on what we need to be able to be our best selves, we are able to then support and care for others.*
- *Learning – liicirpet—Through listening, observing, and trying things, we learn. This learning benefits ourselves and our families and communities.*
- *Respect - ling'aklluki— Respect for self, others and our environment is inherent in all of our values. When we are confident in ourselves and ask for what we or our community needs to be successful, we honor our families, our land, our faith, and our Ancestors.*

- **Introduce the concept of advocacy—**

- Advocacy is knowing what kinds of supports you need to reach your goals.
- It is speaking up for your needs or the needs of others.
- It is learning how to get information about things that interest you, or that are important to your community.
- It means knowing your rights and your responsibilities.
- It is about facing challenges and reaching out to others when you need help and friendship.
- It is important that you have the knowledge you need to succeed, and that you are given the chance to participate in decisions about your life and your community.
- As you learn these skills, you can use them to reach personal goals and to support people in your community to reach shared goals.

Share the examples of advocacy from the Learning Stories section, then discuss:

- What is an example of something someone would need to be an advocate for?
- If comfortable, share an example of a time you had to speak up to ask for something you needed, or share a time a friend or family member advocated on behalf of themselves or someone else.

- **Seek support—**
 - One important part of being an advocate is believing in yourself, your abilities, and feeling that you can learn and face new challenges. Another part of what helps us feel these things is by having people around us that believe in us, and understand our goals.
 - Activity: Write down the people in your life that believe in you and who want to support your dreams. Who is a good listener when you need to talk something through? Who can help you think of ways to face a challenge? Who can remind you about the things you are good at if you feel down?
 - Additional activity: Think about someone who you feel is a good leader, what stands out to you as to why you feel this way? If you are able to, ask them about a time that they advocated for something that was important to them and what the results were.
 - If you have students who are interested in this, the *Picture Your Future: Exploring Your Transition Goals Student Workbook* has a good section on **circles of support** that can be adapted for this activity, starting on page 54. This was developed for Alaska Students in Special Education. <https://www.labor.alaska.gov/dvr/transition/explore-transition.html>
- **Extension: Use the [SGOC] tool to make a decision—Talk through the student handout**
 - When you know your strengths, areas you need to grow, opportunities you have, and challenges you may face, it makes it easier to know what kind of support you need to reach your goals or make a decision. This tool is called the SGOC—Strengths, Growth Areas, Opportunities, and Challenges.
 - This tool is based on the *SWOT* analysis tool (Strengths, Weaknesses, Opportunities, Threats) from the business world. It has been adapted using more inclusive language that doesn't define someone by their faults but rather changes the narrative to a growth perspective vs a deficit. Though originally developed for organizations, it can be used for individuals as well.
 - This tool works best when you have a specific question you are working on, or if you want to make a strong SMART goal, or you are doing career planning, or addressing a crisis situation.
 - Some of the benefits of using the SGOC tool are:
 - Helps you think of strategies to attain your goals
 - Shows where you currently are in your progress to your goals
 - Helps you to understand what you have to offer as a person
 - Gives ideas on how to maximize your strengths and opportunities
 - Focuses on your attitudes, abilities, and skills
 - Use the learning story example in the teacher resource to walk through an example with the students before having them use it for themselves.

Learning stories

- Learning stories that show advocacy for individuals and groups:
 - Amber was in social studies class one day and the teacher announced that they were going to spend the week learning about the Alaska Native Claims Settlement Act (ANCSA), the teacher approached Amber and three other students, all of whom are Alaska Native and told them that she expected all of them to ace this section of the class because they are all Native. Amber thought about what the teacher said for a moment and went up to the teacher's desk and asked to speak to her. She decided to let the teacher know that while she was in fact Alaska Native, she knew very little about ANCSA. She continued telling the teacher that while she'd never learned about ANCSA in school or at home, she has family members who mention it once in a while and she's eager to learn more about it so she can participate in the conversations. She also offered the suggestion of reaching out to one of those family members should the teacher want a Native perspective on ANCSA. (Personal example provided by Melissa Silugngataanit'sqaq Marton)
 - At the statewide Elders & Youth Conference one year, a group of students were discussing how sad it was that they would be marked absent for attending the Conference even though it was an extremely educational experience. They decided to approach their chaperone and ask if there was something they could do to change this rule within their school. The chaperone encouraged them to attend the resolution writing section of the conference to advocate for what they wanted changed. The students, with the help of a couple of leaders who were in the session, wrote a resolution that highlighted how important attending this conference was to their education and that instead of being marked absent they should get educational credit for their attendance. They submitted their resolution to the Conference, it was discussed, voted on and passed unanimously. Their resolution was also submitted and passed the general assembly of the Alaska Federation for Natives Conference. After both conferences, the students asked, what happens now to their resolution? The chaperone told them that if they felt strongly about their resolution, they should bring it to their local school board. They wanted to do that, but were very nervous. They asked their chaperone if they would go with them, which she did. At the next school board meeting during public comment, they submitted their resolution to the board, explained why they felt it was important and answered questions. Shortly after, the board unanimously voted to change district policy to allow students educational credit to attend the conference in lieu of being marked absent. (Personal example provided by Melissa Silugngataanit'sqaq Marton)
 - John loved to attend culture camp, and was one of the older students at this year's camp. John noticed that the first couple of nights at camp, there was a younger camper who was struggling to sleep and was crying. During culture camp, students are not allowed to push their bunks together and talk at night, and those rules are strictly enforced by the chaperones. John talked to the younger camper and they both approached the chaperone and camp leadership to discuss options for helping the younger camper feel more comfortable at night. Together they all agree that it is

a good option to allow the two students to put their bunks closer together as long as they agree to stay quiet as to not disturb the other campers.

- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story of people supporting each other to reach a shared goal.

Evaluation

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

- What is advocacy? Give an example of what it can look like.
- Why is advocacy an important skill for leaders?
- Extension: What does “SGOC” stand for? What is this tool used for? How do you use it?

Additional Resources

- *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>
- This is a step-by-step example on how to do a SWOT analysis for a personal goal or challenge. You can adapt the process for the tool developed for this unit using SGOC.
<https://www.paretolabs.com/what-is-a-personal-swot-analysis/>
- *Picture Your Future: Exploring Your Transition Goals Student Workbook* has a good section on self-advocacy for students starting on page 38 and circles of support on page 54. This was developed for Alaska Students in Special Education.
<https://www.labor.alaska.gov/dvr/transition/explore-transition.html>
- *How to Carry Out a Personal SWOT Analysis* (2:20): This is based on the SWOT, so would need to be adapted for students using the adapted version of SGOC.
https://www.youtube.com/watch?time_continue=133&v=PBOtnyt7BP4
- 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://dnnav.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>

SGOC Decision Making Tool

This tool can help you think through a situation to make a decision or clarify a personal goal. You can use this tool to be an advocate for yourself or as leader to advocate for others.

Step 1—What is the decision you are trying to think through or the goal you are working on?

Step 2—Write this grid on a piece of paper, and fill in each box, related to the decision or goal you are working on.

	Helpful	Obstacles
	Strengths	Growth Areas
Internal: About you	<i>In this box, you write what strengths you have that will help you with this decision or goal. What are you great at that can help you? What skills, talents, or experience do you have that can help you?</i>	<i>In this box, write about the areas you are still learning. What are areas that may be a personal challenge because of experience or skills you don't have yet? What is an area you want to grow in?</i>
External: Outside of you	Opportunities	Challenges
	<i>In this box, write about what you could gain or learn from? What could you achieve? What are positive things you hope for related to your goal or decision?</i>	<i>In this box, write about any challenges outside of your abilities and skills that could be an obstacle to reaching your goal. Related to a decision, think about challenges different paths might have.</i>

Step 3—Reflect on what you see.

- As you look at the Strengths and Opportunities, these are the things that will support you in your decision or goal. Think about how to use these the best you can.
- The Growth Areas and the Challenges are your obstacles. Think about how you will overcome these, or use your strengths in a way that off-sets any areas you are still growing.

Practice using the SGOC tool steps to help Thomas decide what to do about job training after high school in the learning story.

	Helpful	Obstacles
	Strengths	Growth Areas
Internal: About you		
External: Outside of you	Opportunities	Challenges

SGOC Decision Making Tool Learning Story and Activity (Teacher Resource)

Read the following learning story, and then have the students complete a SGOC table to “help” Thomas decide what to do. If there is a student who has another example they are willing to share of a decision they need to make, you can talk through the tool using their example.

The Strengths, Growth Areas, Opportunities and Challenges (SGOC) tool is a process that can help you think through a decision you need to make. It can also help you clarify a goal. You can use this tool to be an advocate for yourself or as leader to advocate for others.

Step 1—What is the decision you are trying to think through or the goal you are working on?

Step 2—Write this grid on a piece of paper, and fill in each box, related to the decision or goal you are working on.

	Helpful	Obstacles
	Strengths	Growth Areas
Internal: About you	<i>In this box, you write what strengths you have that will help you with this decision or goal. What are you great at that can help you? What skills, talents, or experience do you have that can help you?</i>	<i>In this box, write about the areas you are still learning. What are areas that may be a personal challenge because of experience or skills you don't have yet? What is an area you want to grow in?</i>
External: Outside of	Opportunities	Challenges
	<i>In this box, write about what you could gain or learn from? What could you achieve? What are positive things you hope for related to your goal or decision?</i>	<i>In this box, write about any challenges outside of your abilities and skills that could be an obstacle to reaching your goal. Related to a decision, think about challenges different paths might have.</i>

Step 3—Reflect on what you see.

- As you look at the Strengths and Opportunities, these are the things that will support you in your decision or goal. Think about how to use these the best you can.
- The Growth Areas and the Challenges are your obstacles. Think about how you will overcome these, or use your strengths in a way that off-sets any areas you are still growing.
- Strengths and Growth Areas are about you, and you may have more control over these areas.
- Since the Opportunities and Challenges area are outside of you, you may have less control over these areas.

Learning Story Example—

Thomas was good at fixing things. He liked to take things apart and see how they worked. He helped his cousins fix their outboard motor on the skiff when it stopped working. He thought maybe it would be a skill he could develop into a career. Being from a smaller village, the idea of going away to college was overwhelming. He decided to use the SGOC tool to help him decide what to do.

Step 1—What is the decision you are trying to think through or the goal you are working on?

Getting training so I can be some kind of mechanic and work in my community.

Step 2—Write this grid on a piece of paper, and fill in each box, related to the decision or goal you are working on.

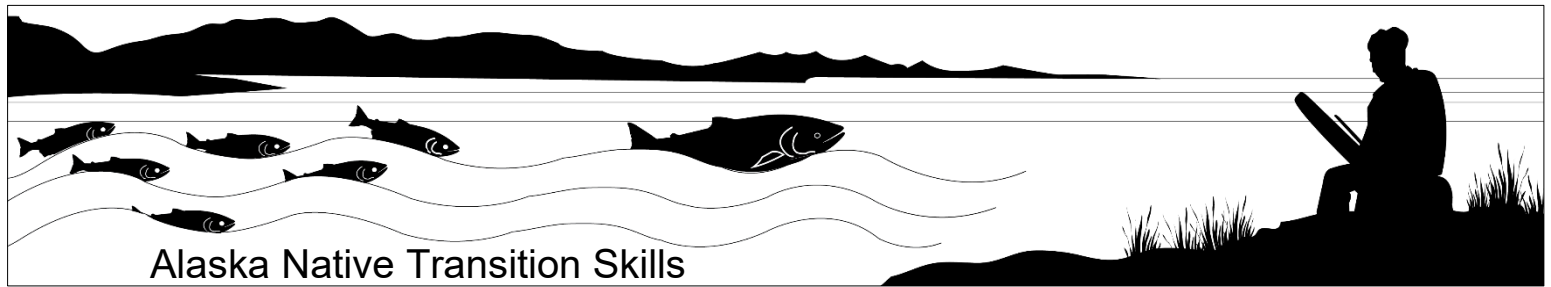
	Helpful	Obstacles
	Strengths	Growth Areas
Internal: About you	<i>I have been told I am good at fixing things. People come to me when something isn't working, and I sometimes can get it working. I like helping people in my community. It feels good to get things working again.</i>	<i>I am almost done with high school, but haven't done any college or other job training. I don't have a lot of work experience. Being away from my family Going somewhere new, living in a city</i>
	Opportunities	Challenges
External: Outside of you	<i>With a certificate or a degree, I would be able to get a job in my village fixing things, and I would know more about how to repair different kinds of engines. If I did need to leave to get the training, it could help build my confidence to face something I feel nervous about. With training, I could get paid to do something I enjoy, and that helps people in my community. Maybe there would be a scholarship or financial aid that could help cover the costs. Maybe there would be an online program that would let me do some of the training from home.</i>	<i>Potential cost of the training program Travel expenses Being on my own, not knowing anyone</i>

Step 3—Reflect on what you see.

When Thomas looked at his SGOC, he could see the areas he needed to get more information. He thought the things he had going for him and the skills he could get to help people in his community were strong. He decided to do some more research about what kinds of programs there were in Alaska.

After doing some research, he found an option through AVTECH, Alaska’s vocational and technical skills center. They offer a program in diesel and heavy equipment tech that seemed like a good fit. He read that he could do a lot online so his time on the campus was short. They had financial aid, and have strong student supports. They would help with job placement and skills to find a job.

	Helpful	Obstacles
	Strengths	Growth Areas
Internal: About you		
External: Outside of you	Opportunities	Challenges



Alaska Native Transition Skills

Leadership Styles

Overview

In this lesson, students will continue to learn about advocacy, and how to speak up for what they and others need. Knowing how to speak up is an important leadership skill. Cultural note: This lesson focuses on the differences between passive, assertive, and aggressive communication styles. For someone with a more passive approach, assertive can feel aggressive. Spend some time discussing this difference, and if possible, invite a local leader to speak about this topic.

Alaska Cultural Standards

- A1, A6, B2, B3, C3, C4, D4, D5, E1, E6, E8

Alutiiq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning – liicirpet
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Give an example of how people in their community advocate for what they and others need.
- Give an example of how they might advocate for something they need.
- Explain or demonstrate the difference between passive, assertive, and aggressive communication styles.

Materials

- *What is Your Communication Style?* Student Handout
- *Communication Style Cards* Teacher Resource

Vocabulary

Advocacy	Speaking your truth about the things in life that you or your community needs. Advocacy is sharing the things that are important to you, or things that are for the betterment of others. It also means knowing your rights and your responsibilities. It is about facing challenges and reaching out to others when you need help and friendship. It is important that you have the knowledge you need to live a full life, participate in decisions that affect your life, and stand up for others in your community who also need help.
Aggressive	A communication style where you get what you want or need at the expense of another person or by putting them down.
Assertive	A communication style where someone speaks up for what they need or what others need. A person with an assertive style can: learn to say “No” by setting healthy boundaries; express disagreement respectfully; be persistent; speak up for their rights without getting hostile; and make their own choices.
Challenge	An obstacle or something unexpected that disrupts your original plan.
Confidence	A belief in your own abilities and strengths.
Decision	A conclusion reached after thinking about different possible options.
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.
Passive	A communication style where a person either has difficulty saying what they want or need, or chooses to step back from advocating. A person with a passive communication style may struggle with speaking their mind, and will wait to see if other people will speak up or do something first.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about three kinds of communication styles: passive, aggressive, and assertive. An advocate is able to be assertive to speak up and ask for the needs of themselves and others. To learn about this, we will share ideas and practice assertiveness in an activity. By the end of this lesson, you will be able to give an example of how people in your community advocate for what they or others need, give an example of how you might advocate for something you or others need, and explain or demonstrate the difference between passive, assertive, and aggressive communication styles.”
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to use an assertive communication style? *(An assertive person is able to speak up to ask for what they need, or to advocate for the needs of others. They ask questions, they engage with others, and pay attention.)*

- What does it mean to use a passive communication style? *(A passive person may have a hard time saying what they want or need. A passive person may struggle with speaking their mind, and will wait to see if other people will speak up or do something.)*
- What does it mean if someone has an aggressive communication style? *(A communication style where you get what you want or need at the expense of another person or by putting them down....)*
- **Connect the Alutiiq Values of today's lesson with the objectives—**
 - People – suupet—*We are responsible for the people around us and ourselves. When we can be clear on what we need to be able to be our best selves, we are able to then support and care for others.*
 - Learning – liicirpet—*Through listening, observing, and trying things, we learn. This learning benefits ourselves and our families and communities.*
 - Respect - ling'aklluki— *Respect for self, others and our environment is inherent in all of our values. When we are confident in ourselves and ask for what we need to be successful, we honor our families, our land, our faith, and our Ancestors.*
- **Introduce the communication styles concepts, using the student handout—**

People communicate in different ways to get what they want or need for themselves and others. There are usually three ways of communication that people use—

 - Passive: A person with a passive style may have difficulty saying what they want or need. They may tend to accept what is happening to them without protest, even when it is unfair. A person with a passive style may struggle with speaking their mind, and will wait to see if other people will speak up or do something first. One issue with passive behavior is that the person's needs and wants can go unnoticed.
 - Aggressive: Aggressiveness involves acting against others in a way that minimizes their worth and could hurt them. A person with an aggressive style will get what they want or need at the expense of another person. People fear being hurt and devalued by someone with an aggressive behavior. Aggressive behavior may seem to get people what they want, but it generally doesn't last. People's fear and discomfort may cause them to avoid people who are aggressive.
 - Assertive: People often confuse assertion with aggression, but there is a tremendous difference. When someone is assertive, they make their own choices. They speak up and/or act appropriately to get what they want or need for themselves or others.
 - The Benefits of Being Assertive:
 - You can learn to say "No" while setting healthy boundaries.
 - You can express disagreement respectfully.
 - You can be persistent.
 - You can speak up for your rights without getting hostile.
 - You can make your own choices.

- Review the emotion images and short statements and symbols for the 3 styles
- Video: Show this video which humorously demonstrates the three styles, and presents them as a choice. *2 Minute Therapy- Are you Passive, Assertive or Aggressive?* (2:33) Humorous video that shows the three styles of communication.
<https://www.youtube.com/watch?v=17JOLMd0hWs>

Learning stories

- Activity: Read each of these scenarios, and have the students name which kind of response each of these is (if using them, the students can respond by holding up the symbol card for the type of response). Discuss what the possible outcome of each kind of response might be.
 - Ryan is listening in class and doesn't understand something the teacher is explaining. He looks around, and sees that other students look confused as well. The teacher has their back to the class while they write on the board.
 - Ryan sits quietly and hopes the teacher will notice that the students are not understanding. (Passive)
 - Ryan blurts out, "What are you talking about?? If you were looking at us instead of the board you would see no one understands what you are saying!" (Aggressive)
 - Ryan makes a small sound to get the teacher's attention, and raises his hand. When the teacher calls on him, he says, "I don't understand what you are saying. I feel I am missing something. Can you try explaining that a different way?" (Assertive)
 - Phyllis was a busy mom of three older kids. She was working long hours because it was busy at work, and they needed the extra money. When she would get home at night, she felt frustrated because no one in the family had done the dishes even though they had been home for hours.
 - Phyllis came home and saw a big mess in the kitchen. She felt frustrated. She came in and yelled at the family members sitting on the couch, "Who left a big mess? I ALWAYS have to do everything around here! You better get in there and get that cleaned up RIGHT NOW!" (Aggressive)
 - Phyllis came home and saw a big mess in the kitchen. She felt frustrated. She saw that everyone was on the couch watching TV. She felt tired, but she started to wash the dishes and get things put away. She wished people would help out more. (Passive)
 - Phyllis came home and saw a big mess in the kitchen. She felt frustrated. She went into the living room and said, "I am pretty tired from my shift tonight. It would help a lot if after this show you all could clean up the kitchen." (Assertive)

- Ask the students to share an example situation and have the other students practice what the different responses might look like. Or, you could have a student share an example, and people could guess which style it was. Discuss the possible outcomes based on the style used.
- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story of people speaking up and advocating for their rights, their needs, or their goals.

Evaluation

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

- How do people in your community advocate for what they need for themselves and others?
- How can you advocate for what you and others need?
- Explain or demonstrate the difference between passive, assertive, and aggressive communication styles.

Additional Resources

- *Picture Your Future: Exploring Your Transition Goals Student Workbook* has a good section on self-advocacy for students starting on page 38 and circles of support on page 54. This was developed for Alaska Students in Special Education.
<https://www.labor.alaska.gov/dvr/transition/explore-transition.html>
- Show YouTube or other videos you find to depict these behaviors during or after the lesson. Some suggestions are —
 - *2 Minute Therapy- Are you Passive, Assertive or Aggressive?* (2:33) Humorous video that shows the three styles of communication.
<https://www.youtube.com/watch?v=17JOLMd0hWs>
 - *Communicate Assertively* (2:14) Designed for kids, but explains the concepts clearly.
<https://www.youtube.com/watch?v=AJ-e5Q4vhsk>
 - *Passive, Aggressive, Assertive Examples* (:55) Quick example with a sister and older brother showing the three styles: <https://www.youtube.com/watch?v=qG8-yfS1SxE>

What is Your Communication Style?

People communicate in different ways to get what they want or need for themselves and others. There are usually three ways of communication that people use—

- **Passive**

A person with a passive style may have difficulty saying what they want or need. They may tend to accept what is happening to them without protest, even when it is unfair. A person with a passive style may struggle with speaking their mind, and will wait to see if other people will speak up or do something first. One issue with passive behavior is that the person's needs and wants can go unnoticed.

- **Aggressive**

Aggressiveness involves acting against others in a way that minimizes their worth and could hurt them. A person with an aggressive style will get what they want or need at the expense of another person. People fear being hurt and devalued by someone with an aggressive behavior. Aggressive behavior may seem to get people what they want, but it generally doesn't last. People's fear and discomfort may cause them to avoid people who are aggressive.

- **Assertive**

People often confuse assertion with aggression, but there is a tremendous difference. When someone is assertive, they make their own choices. They speak up and/or act appropriately to get what they want or need for themselves or others.

The Benefits of Being Assertive

You can learn to say “No” while setting healthy boundaries.

You can express disagreement respectfully.

You can be persistent.

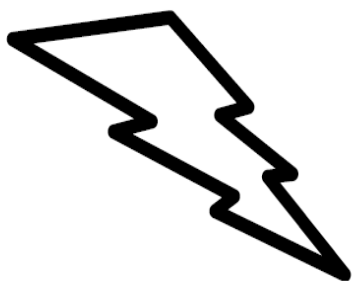
You can speak up for your rights without getting hostile.

You can make your own choices.



Passive

Behavior that generally avoids problems. You say nothing even though you are really upset. You may hide your feelings from yourself and others. Avoidance behavior.



Aggressive

Behavior that involves attacking a person in a way that can violate their rights. Coming on so strong with your way or opinion that you don't listen to anyone else. Angry behavior.



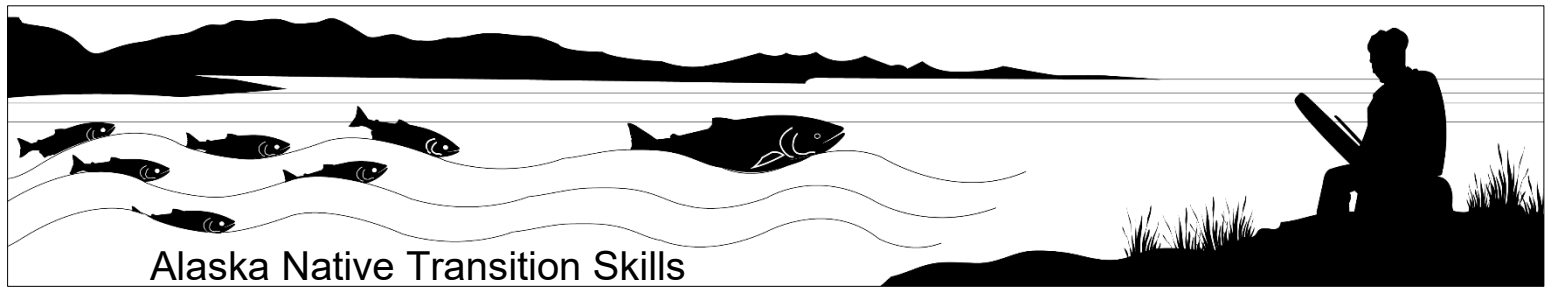
Assertive

Behavior that involves dealing directly with the person and the problem. You describe your feelings, thoughts, and actions. Direct behavior.



Adapted with permission from Ferguson, J. (2020). *Expanding the circle: Respecting the past, preparing for the future* (2nd ed.). Minneapolis, MN: University of Minnesota, Institute on Community Integration. <https://etc.umn.edu/curriculum/curriculum>

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Alaska Native Transition Skills

Leaders Communicate in Many Ways

Overview

In this lesson, communication skills are introduced. Students will learn about different ways people communicate, why it is an important skill for leaders, and the importance of “reading” body language in addition to the words people say. Cultural differences in body language will also be discussed.

Alaska Cultural Standards

- A1, A3, A6, B1, B2, B3, B4, C4, D6, E1, E3, E4, E6, E7, E8

Alutiiq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning – liicirpet
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Define different ways people communicate: Verbal, written, physical, body language
- Describe why good communication is important for leaders
- Discuss body language and what it communicates in different cultures in an activity.

Materials

- *Body Language Cards* Teacher Resource, printed and cut into cards.
- *Tips for Using AI in Writing the Right Way*, Student Handout (Optional resource)

Vocabulary

Body language Body language refers to the non-verbal (unspoken) messages that a person communicates with their body, which shows how they are feeling or thinking.

Communication The sharing of ideas and information between people.

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.
Verbal	Refers to spoken communication.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about communication and the different ways people communicate with each other. Good communication is an important skill for leaders to develop. Leaders who can communicate well using their spoken or written words can relate well with others. This can build trust and help people work together better. To learn about this, we will share ideas, watch a video, and practice different kinds of communication in an activity. By the end of this lesson, you will be able to define different ways people communicate, describe why good communication is important for leaders, and discuss body language and what it communicates in different cultures.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is a communication? What are different kinds of communication?
(Communication is the exchange or sharing of information and ideas between people. People communicate in writing, spoken words (verbal) and non-verbally using body language and gestures.)
 - What is “body language?” What are examples of “body language?” *(Body language refers to messages that a person communicates with their body, which shows how they are feeling or thinking. Examples: smile or a frown, crossed arms, standing tall or being hunched over, a raised eyebrow, a nod...)*
 - Why is it important for leaders to be good communicators? *(It helps others to have confidence in a leader, it sends clear messages to those in the community so actions and directions are clear...)*
- **Connect the Alutiiq Values of today’s lesson with the objectives—**
 - People – suupet—*When the people share their ideas with each other and work together, we draw on and continue the strength given to us by our Ancestors.*
 - Family – ilaapet—*We learn to communicate first within our families and as we move in the world we move from those roots. Though we continue to learn new ways, we carry our family’s ways with us.*
 - Language - Sugt'stun niuwacipet—*Language is the way we describe and see the world. Our heritage language carries the stories and knowledge from our Ancestors. It is a gift when we can use our language with each other. Using language, we can share our views and experiences and contribute to our community.*

- **Introduce the concepts of communication:** People use language in different ways to share the information that is in their mind with others. For some, one way of communicating comes easier than others. Some people like to talk and feel comfortable sharing their thoughts by speaking them. Others prefer to write down their thoughts so they have time to think and prepare them before sharing. Others find writing more challenging. Some people can “read” the body language of others, and get a lot of meaning from it. Others have a hard time seeing the meaning in body language, and depend more on the words they hear. We first learn ways of communicating within our families, and then later learn additional ways from school and others outside of our family. All of these ways of communicating are skills that can be developed with more experience.
 - **Verbal**—Effective verbal communication can include speaking clearly so others can hear your words, being able to choose your words to match the ideas you are trying to share, and listening intently to respond to the ideas shared by others. Verbal communication skills are important in many settings including in-person, on the phone, and on video. Verbal skills are used in both personal (like with friends and family) and professional (like with employers, with co-workers, or as part of a job) and in community (like when sharing a story in a group).
 - **Non-verbal**—Our bodies are communicating even if we don’t say a word. Our bodies can be tense or relaxed. We can stand tall, or be drawn in. If someone has their arms crossed and a tight and pinched face, would you guess they were angry or upset about something? If someone was standing tall and smiling and relaxed, would you guess they were happy? You may not be able to tell for sure how someone is feeling from their body language, but you can get a good idea. What if someone’s words were saying one thing, but their body language didn’t seem to match? It lets you know there is more going on than what they are sharing with their words. Non-verbal communication is easiest to “read” in person. On video, it is harder because you can only see the expressions on the face, and miss the other things the rest of the body might be “saying.”
 - **Written**—In today’s world, written communication is everywhere. We text our friends or family. We write as part of homework. At our jobs, we might send emails. We may post on social media. We may write a letter or a post to share our thoughts or feedback. Writing for each of those situations takes skills you can develop with practice.
- **What makes “good” or “effective” communication?** (Discuss each briefly, with tips for clear communication for each type.) Depending on your students, you can dig deeper to develop the skills most needed. “As we discuss how to be effective in our communication, think about the ways you are comfortable communicating, and areas you would like to get more experience.” Part of being a leader is being able to communicate with all kinds of people. Being aware of cultural and other kinds of communication differences and knowing how to bridge those differences can be an important leadership skill.

- **Verbal**— These tips can help improve your verbal communication skills, both in person, on video, and over the phone. Strong verbal skills are important tools for leaders as it helps them earn trust, build relationships, and connect with others (adapted from blog <https://www.callrail.com/blog/7-tips-to-improve-verbal-communication-skills/>).
 1. *Think before you speak*

Taking a moment to organize your thoughts can help you share your ideas clearly. If possible, take time before a call or conversation to think about what you are going to share, and what you hope to communicate in the conversation. This will help you feel more confident and prepared as you speak. With practice, this gets easier and quicker to organize your thoughts while having a conversation.
 2. *Keep it clear and short*

Think about the simplest way to share your idea. Before you speak, think “what is the clearest way I can make my point?” Especially if you are trying to convince someone about your ideas, try to state your ideas in direct and simple language. In many situations, “less is more,” meaning less words which are chosen carefully can be clearer than using more words.
 3. *Speak with confidence*

Speaking in a confident manner will help you build trust and gain the respect of your audience. Some of the things that support your confidence are: your comfort level with what you are talking about (take time beforehand to be prepared); your choice of words; the tone of your voice (speak at a volume that you can be heard clearly and slow the speed of your speaking down, when people speak too fast it can be hard for people to understand what you are saying); confident body language (stand tall, yet relaxed). If your body is showing confidence, sometimes that can help your words follow.
 4. *Be an active listener*

Being a good listener is as important as being a good speaker. Restate their ideas to make sure you have heard them, and ask follow-up questions. If you can tie what you are sharing with the ideas of others, it builds trust and shows you care. It also shows that you want to understand their needs. When actively listening, it’s important to practice not working through your response in your head while others are talking. This allows you to fully hear what they are saying. If you need a moment to think about your response, it is ok to pause for a moment before you respond.
 5. *Think about the perspective of your audience*

The way you would share information with an Elder is different than the way you would share with a friend who is your age. Think about what the other person cares about or knows, and communicate your ideas with those things in mind. If you are passionate about a topic, and know about it, know that others might not feel the same or have the same experience as you. When you can keep the needs and interests of others in mind as you communicate, you will connect better through your words.

- **Body Language**—When talking with people face to face, you can see their “body language.” Body language means the non-verbal (unspoken) messages that their body shows about how they are feeling or thinking.
 - **Body awareness:** Be aware of non-verbal communication. Your body language significantly impacts the way others interpret what you say and your attitude about the conversation. Pay attention to the gestures you make, your facial expressions, and your body language to ensure they are saying the same thing as your words and the message you are trying to get across. It’s equally as important to be able to read the body language of the people you’re speaking to, to better understand how they are feeling about the conversation. When someone’s words don’t match what you are “reading” from their body, it lets you know you need to ask follow-up questions. Take time to understand *all* of what they are telling you.
 - You can show your confidence in what you are saying by standing tall, yet relaxed. Find a comfortable position for your hands, or let them move naturally as you speak. If you clasp your hands tightly, or wring your hands because you are nervous, this communicates anxiety. Watch videos to learn about positive and confident body language, and what it looks like. Picture what the other person looking at you is seeing, and make changes if needed. Practicing this will make it easier over time. As you gain experience, it will become more natural.
 - Observe the body language of others: You can practice “reading” the body language of others in all kinds of situations. Observe others and see when their body may be “saying” something different than their words. If someone isn’t speaking, what can you guess about how they are feeling?
 - **Body language videos:** Watch and discuss the ideas in these videos.
 - *Learn How to Read Body Language* (2:06):
<https://www.verywellmind.com/understand-body-language-and-facial-expressions-4147228> (You may have to scroll down on the page to find it.)
 - This video may also be of interest, though it shows a work setting that may not be familiar (a department store). It discusses the idea that through awareness, you can change what your body language is saying to others. *Body Language* (2:09):
<https://www.youtube.com/watch?v=1sfM-xx7tHl>
 - **Body Language Cards:** You can use the body language cards to discuss non-verbal cues and what they can mean. Depending on the students, here are some activity ideas:
 - Hold up a picture and ask the students what they see. How would they guess the person is feeling? What gives us clues? What are we looking for? Emphasize that there is no right answer.
 - Have the students sort the cards into similar emotions/states. Discuss how they grouped the pictures, and what they were paying attention to when they sorted them.
 - Show a card and have the students mimic the expression or body language on the card. Ask, “If you were doing this expression, what would it mean for you? What would you be feeling?”

- Have the students pick out the cards that show someone they would want to talk to, and then discuss what about the body language in those pictures makes them look more friendly or approachable.

Note: depending on the students, you could remove some of the more subtle cards, and focus on those with clear emotional states. For those who are able to understand more subtle expressions, discuss the differences between those facial expressions that are harder to interpret.

- **Cultural differences in reading body language:** Different cultures see different kinds of meaning and interpret things to mean different things.
 - **Eye Contact:** One big cultural difference in body language relates to eye contact. In Alaska Native cultures, it can be disrespectful to make eye contact with Elders or others you are showing respect to (such as teachers). In Western cultures, making eye contact is a sign of confidence. Depending on who you are speaking with, use eye contact appropriately to connect to the people you are speaking with. In business settings with people from a Western culture, you may get more comfortable making eye contact to communicate confidence.
 - **Different meanings with facial expressions:** In Alutiiq communities, as with other Alaska Native communities, facial expressions are sometimes used in place of a verbal response. A slight smile can mean “yes” and a neutral of expression with a slight shake of the head can mean “no.” Answering a question for directions may be answered by someone pointing with their chin and face instead of their arm or finger. In Western cultures, those responses would usually be verbal. Sometimes people from a Western culture miss or misunderstand these gestures, and don’t realize they are specific communications. It is important to understand that each community and tribe of Alaska Native peoples have their own ways, so communication including body language may differ from community to community. **In all instances, take the time to get to know the people you are talking to and not judge or take things personally if you misread how they choose to communicate with you.**
 - **Hand gestures:** Hand gestures can mean very different things in different cultures. The “OK” sign is positive in the U.S., but in Greece, Spain, and Brazil it is offensive. The “thumbs up” sign can also be insulting in places outside of the U.S. Do a Google search on hand gestures around the world to get more examples, if there is interest.
- **Written Communication**—Writing in a way that is clear and interesting to your readers takes practice. It is an important skill for leaders to be able to communicate through writing, especially with the high use of technology, social media, email, and texting. This blog has some good simple tips for improving written communication: *15 Expert-Recommended Ways to Improve Your Written Communication* (accessed 6/8/22): <https://thriveglobal.com/stories/15-expert-recommended-ways-to-improve-your-written-communication/#:~:text=15%20Expert-Recommended%20Ways%20to%20Improve%20Your%20Written%20Communication.,What%E2%80%99s%20in%20it%20for%20the%20Recipient.%20More%20items>

Note to the teacher: Be aware that spelling in English may be challenging for your students. Western culture values spelling and grammar and expects people to work on this. If you can build confidence in this area, and be aware this is an area they may get negative feedback or feedback that they are not good enough. The blog article doesn't address this, but it may be an important issue to discuss with students.

- **Bonus: Use of AI:** AI tools can be a powerful way to improve written communication when used ethically. Rather than forbidding use of AI, teach responsible use, and be clear on expectations for when students can use it to complete homework. See the student handout on *Tips for Using AI in Writing (the Right Way!)* Student Handout as an optional additional resource.

Discuss the Alaska Cultural Standard B4: "Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in community." How can AI be a tool to help my community improve our quality of life? How can it be used responsibly?

Learning stories

- Ask the students to share about how they prefer to communicate. Do they pay attention to body language? What have they noticed about how Elders and other local leaders communicate? Discuss why it is important for leaders to be effective communicators.
- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story about the Alutiiq heritage language, and/or the importance of language and communication.

Evaluation

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

- What are different ways that people communicate?
- Why is effective communication important for leaders?
- What does "body language" mean? What are some examples of body language?
- Give an example of body language that might have different meanings depending on the culture of the people.

Additional Resources

- For more on hand gestures and how they can vary by culture, check out this article (it does contain ads): <https://www.shermanstravel.com/advice/18-gestures-that-can-cause-offense-around-the-world/#:~:text=Take%20the%20OK%20sign%20%E2%80%94%20the%20simple%20hand,seen%20as%20offensive%20in%20Greece%2C%20Spain%2C%20and%20Brazil.>
- Forbes article: *5 Ways Body Language Impacts Leadership Results*. This article contains ads, but has some good tips for body language in work settings. There may need to be some translation for cultural responsiveness. The points made about eye contact may not fit. If there are differences in local culture and what the article recommends, it can be an opportunity to talk about Western and Indigenous differences in approach.

<https://www.forbes.com/sites/carolkinseygoman/2018/08/26/5-ways-body-language-impacts-leadership-results/?sh=586b4269536a> (Accessed 4/18/25)

- *Mastering the Basics of Communication* by Marjorie North (article). Clear communication tips for leaders. (A Harvard publication, with some ads for the University.) <https://professional.dce.harvard.edu/blog/mastering-the-basics-of-communication/> (Accessed 4/18/25)
- *How Students Can Use AI Ethically (20:01)*: This video is for teachers and university professors, but goes over many examples of how to teach your students responsible use of AI in writing. <https://www.youtube.com/watch?v=zyf3YVWx6nw> (Accessed 4/18/25)



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Tips for Using AI in Writing (The Right Way!)

1. Start with Your Own Ideas First

Before you ask AI for help, think through your assignment. What do you want to say? What are your opinions? AI should help you express **your** ideas—not replace them.

2. Use AI as a Brainstorm Buddy

If you're stuck, you can ask AI to help you brainstorm ideas or make an outline. But *you* should choose what fits your topic and what you believe. Don't just copy and paste.

3. Get Feedback, Not Final Drafts

AI can help you spot grammar mistakes or give suggestions to make your writing clearer. It's like a spelling and grammar checker—but it's still your job to decide what changes to keep. In your prompt, ask for “feedback without providing a revised draft,” so you can be in control of the changes you make.

4. Always Check the Facts

AI can sometimes give wrong or outdated information. If you ask it for facts, quotes, or sources, double-check everything using a trusted book or website.

5. Write in Your Own Voice

AI can make things sound fancy, but your writing should still sound like *you*. Keep your personal voice and style so your teacher knows it's your work.

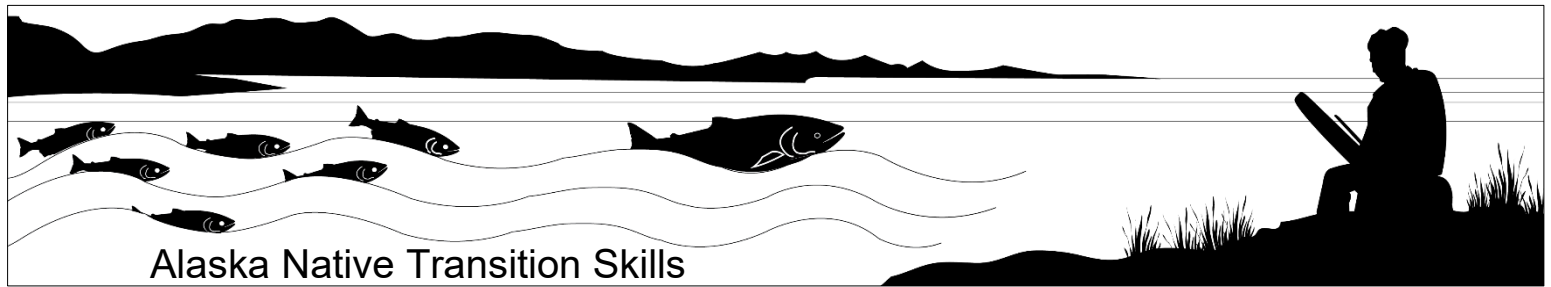
6. Don't Use AI to Do the Work for You

AI shouldn't write full essays or do your homework. That's not honest—and you won't learn the skills you need. Use it as a helper, not a shortcut.

7. Be Honest About Your Use of AI

If your teacher allows AI help, be open about how you used it—like for ideas, fixing grammar, or checking word choice. If you're not sure what's OK, just ask!





Leaders Communicate in Different Situations

Overview

In this lesson, students will learn about different situations that leaders communicate, and how they might use different approaches given the situation. It is also important for leaders to know the audience and setting where they will be working, as this can change how they choose to communicate.

Alaska Cultural Standards

- A1, A3, A6, B1, B2, B3, B4, C4, D6, E1, E3, E4, E6, E7, E8

Alutiiq Values

- | | |
|---|---------------------------------|
| • Land - nunapet | Language - Sugt'stun niuwacipet |
| • Stewardship - nunapet carlia'arluki | Humor - englarstaisngukut |
| • Subsistence - unguwacirpet | Spirituality - agayumaukut |
| • People - suupet | Sharing - ilakuisngukut |
| • Elders - cuqllipet | Trust - sugtanartukut |
| • Family - ilaapet | Respect - ling'aklluki |
| • Learning – liicirpet | |
| • Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq | |

Learning Objectives

The student will be able to:

- Describe different situations and settings a leader would speak in.
- Describe how a leader might use different communication strategies depending on the setting or situation.
- Extension: Describe how you adjust what and how you communicate a message based on audience.

Materials

- *Communicating in Different Settings* Activity Discussion Guide Teacher Resource

Vocabulary

Audience	The person or people listening to a speaker or receiving information.
Communication	The sharing of ideas and information between people.
Formal	Using an official or traditional way of doing things in a setting with specific rules and expected ways to behave.
Informal	Having a relaxed, friendly, or unofficial style with more relaxed expectations on what is acceptable behavior or actions.
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.
Persuade	Convincing someone to do something or think something by giving reasons and arguments in favor of it. This takes skill and practice, to be able to communicate your ideas in a way that others want to support them.
Self-confidence	A feeling of trust in your own abilities and strengths.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about different situations leaders may need to communicate, and how they might make different choices depending on the situation. To learn about this, we will share ideas and work together in an activity. By the end of this lesson, you will be able to give examples of different kinds of settings that leaders communicate, and how they might use different ways to communicate depending on the situation. You will also be able to describe some ways to adjust how you communicate based on who the audience is.”
- **Begin by finding out what students already know by asking the following questions:**
 - What kinds of places and situations might a leader find themselves speaking to others? *(It could be one on one with an employee, presenting to a community group or a formal group like Tribal Council. Depending on the work the leader does, they could be speaking to people of other cultures, or working in a business with Western cultural norms.)*
 - What is an “audience?” *(An audience is the person or people receiving information or listening to a speaker or performance.)*
 - How do you speak differently to an Elder than you do to your friends? Do you use the same words, or do you choose different words depending on who you are speaking to? *(In some communities, averting eye contact with Elders shows respect; By using respectful language, to listen more. With friends it can be more relaxed and casual. You still need to show respect, but it can look different than it would for an Elder...)*

- **Connect the Alutiiq Values of today's lesson with the objectives—**
 - Stewardship - nunapet carlia'arluki—*When we remember our relationship to the land, and the responsibility we have to care for the land and each other as our Ancestors cared for the land, it reminds us of what is important as we set goals for ourselves and our communities.*
 - People – suupet—*When the people share their ideas with each other and work together, we draw on and continue the strength passed down from our Ancestors.*
 - Family – ilaapet—*We learn to communicate first within our families and as we move in the world we move from those roots. Though we continue to learn new ways, we carry our family's ways with us.*
 - Language - Sugt'stun niuwacipet—*Language is the way we describe and see the world. Our heritage language carries the stories and knowledge from our Ancestors. It is a gift when we can use our language with each other. Using language, we can share our views and experiences and contribute to our community.*
- **Communicating in different situations and settings:**
 - Leaders need to know how to communicate with many kinds of people in many kinds of settings. For example, a leader sharing an idea might talk about it differently if they are sharing with an Elder in a village than if they were sharing it with a group of business people in the city. If a leader was working as a supervisor, they might talk differently 1:1 than they would if making a presentation to a large audience.
 - Activity: Read the learning stories one at a time to the students (*Communicating in Different Settings* Activity Discussion Guide Teacher Resource). Ask the questions and guide the discussion to get to the learning points.
- **Extension: Think about your audience—**
 - In order to inspire and get others to support your ideas and vision, you have to “know your audience.” This means knowing what they care about, so you can tie your ideas to things that will motivate them to support your ideas. It means being willing to adapt or change your ideas to include the ideas of others. Though the core idea is the same, the way you talk about it will be different depending on your audience. It also means reading their energy and adapting the way you speak or the flow of the conversation in order to get the most of their energy.
 - Think about your audience. What are their interests? What do they care about? How do they like to get information? What is an interest or goal you have in common that you can build on? These things help build a relationship with your audience, and make it easier to find a way to make progress together.
 - Humor: Humor can be an important way leaders connect with people. A friendly and light approach will help build relationships. “Humor also helps people connect with you, and puts people at ease. If you can make people laugh, they will respond positively. It helps build respect and credibility. When you can make work playful, it makes it easier to get things done.” (Joe Delgado)

- Activity: In the teacher guide, use the learning story examples to discuss how each person had to adjust the way they talked about their goal depending on the audience.

Learning stories

- After sharing the learning stories and discussing them, ask the students to share any personal experience related to talking to different kinds of people, or a time they pushed beyond their comfort zone to share something important to them.
- Invite a local Alaska Native leader, Elder, or culture bearer to share a story of working with many kinds of people to reach a common goal.

Evaluation

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

- What are some different situations and settings a leader would speak in?
- Can you share an example of how a leader might use different communication strategies depending on the setting or situation?
- Extension: Can you share an example of how a leader might adjust how they communicate a message based on who they are talking to?

Additional Resources

- *Six Steps for Effectively Connecting with Your Audience(s)*: Blog post with simple and direct suggestions for thinking about your audience. Does contain ads. <https://www.yourthoughtpartner.com/blog/6-steps-for-effectively-connecting-with-your-audiences> (accessed 4/18/25)
- *9 Tips to Improve Your Public Speaking Skills*: Blog post with simple and direct suggestions for public speaking. Does contain ads. <https://www.saintleo.edu/blog/9-tips-improve-your-public-speaking-skills> (accessed 4/18/25)
- *Mastering the Basics of Communication* by Marjorie North (article). Clear communication tips for leaders. (A Harvard publication, with some ads for the University.) <https://professional.dce.harvard.edu/blog/mastering-the-basics-of-communication/> (Accessed 4/18/25)
- *Here Are My 10 Tips for Public Speaking* by Marjorie North (article). Clear tips for public speaking or more formal communication. (A Harvard publication, with some ads for the University.) <https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/> (accessed 4/18/25)

Learning Stories—Communicating in Different Settings

Share the learning story, and then “unpack” it with the students to get at the deeper learning points.

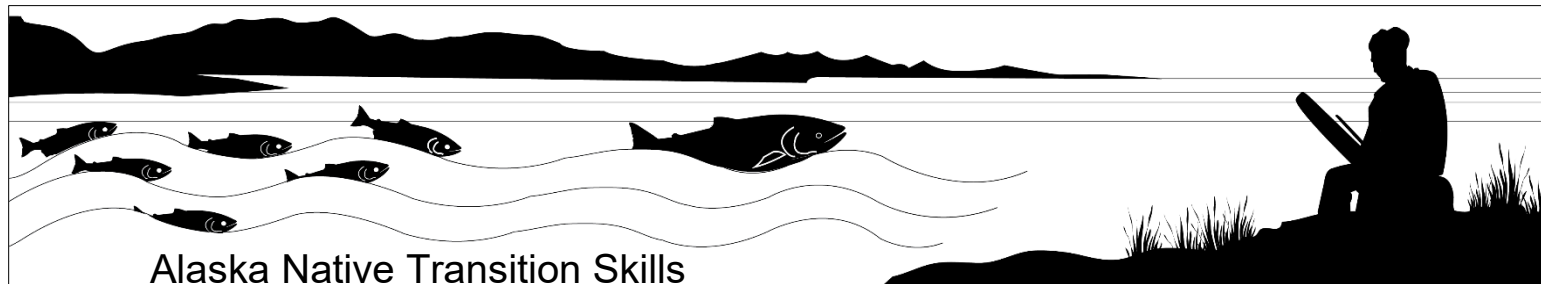
Scenario	Possible discussion points
<p>Joe loves to play chess, and he mostly plays online. He decided it would be fun to start a chess club at his school. He needs to do two things to get started.</p> <ul style="list-style-type: none"> • First, he needs to talk to his friends and convince them to join his club. • Next, he needs to talk to the school principal about his club, and ask to use a classroom after school is over. <p><i>Will he talk to his friends the exact same way about his club as he will talk to the principal? What will be different?</i></p>	<p>Discuss the idea of informal and formal, and how even though Joe is sharing similar information (he wants to start a chess club, and why chess is fun and positive) the way he does this with the principal will be different than his friends. Also, he is using his words to persuade (convince) others of something he wants. He will convince his friends to stay later at school to participate in the club, and he will convince the principal that the club is a good idea and that he will be allowed to use the school space. The way he uses his words and body language to persuade will be different for each purpose.</p>
<p>Sarah is a fun-loving person and has a great sense of humor. She uses her humor to connect with people and put them at ease.</p> <p>As Sarah gets ready for work in the morning, she laughs and jokes around with family members as they all get ready for the day. Sarah tickles her son as she gets him dressed, and teases her partner about looking sleepy at breakfast.</p> <p>At work, she gives a presentation to a large room of people, and she uses humor during her presentation to keep it light while still getting the information across.</p> <p><i>Do you think the way she uses humor at home with family members is the same or different than when she is giving a presentation at work? What would be different?</i></p>	<p>Explore the differences between informal and formal settings. The presentation at work will be more formal, but that doesn’t mean Sarah has to be serious and somber. Also, when at work, she is unlikely to tease individuals or use physical humor (like tickling) to relate. Leaders know how to be themselves in different ways appropriate to the situation.</p> <p>“Humor also helps people connect with you, and puts people at ease. If you can make people laugh, they will respond positively. It helps build respect and credibility. When you can make work playful, it makes it easier to get things done.” (Joe Delgado)</p>
<p><i>Note: In this learning story, Casey identifies as non-binary and uses they/them personal pronouns.</i></p> <p>Casey is very shy, but loves to be around other people. They are very involved in their church. The mother in a family that attended the church became ill. The family had three small children, and they were having a difficult time.</p>	<p>Discuss how Casey was using leadership skills. They had a vision/idea that needed the support of others to be successful. They had to be able to communicate in different ways in different settings: individually, to a group, and on social media. They had to adjust their requests depending on who they were talking to, what they needed from them, and what the people could offer. Casey was more</p>

<p>Casey decided they wanted to help. They started to organize a schedule where community members would make meals to share with the family while the mother was away getting medical treatment.</p> <p>In order to do this, Casey had to talk to many people and figure out the best way to use what the people offered. When they realized that the mother was going to be away for a month or more, Casey knew they needed more help. Casey presented to a bible study group, to see if the group could help with the organizing. They also decided they needed to get more people to help make meals. This meant reaching beyond their church and people they knew personally.</p> <p>They posted on social media and used the local Facebook page to coordinate with people in the community.</p> <p>As they worked with people, they became more comfortable. They found better ways to share what they were trying to do, and get people to pitch in.</p> <p>After 5 weeks, the mother was feeling better and returned. Casey's effort really helped the family get through a tough time, and they felt good about what they and the community had been able to do.</p> <p><i>How would it be different to talk to family members and people they knew well versus people they didn't know very well?</i></p> <p><i>How it is different to talk to a group versus individuals?</i></p> <p><i>How is it different than in-person, to share the same ideas in writing on social media?</i></p>	<p>comfortable writing than speaking, so they used social media for some of the communication. They also became more comfortable as they practiced speaking with people, even though they still felt shy. Because it was something they really believed in, it made it easier to do.</p> <p>Discuss how it can be more comfortable to talk to people you know well versus those you don't. (Though there may be situations it is easier to talk to someone you don't know well, depending on the topic.)</p>
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Extension—Know your audience

Using the stories above, look at the characters and how knowing their audience might help them get the support of others to reach their goals.

- Joe: Knowing his friends will help Joe know the best way to motivate them to join. For one friend, promising that there will be snacks at the club convinced them to join. For another, talking about how fun it would be helped convince another. For the principal, fun and snacks would be less important to motivate them to allow the club to use a classroom after school. Before Joe spoke with the principal, he asked himself, “What does a principal care about? Why would the principal want to support this club?” Joe shared with the principal that the students would be strengthening academic skills by playing a strategy game. They would also be practicing positive social skills. The principal was impressed by this, and allowed the club to use the space.
- Sarah: Humor is a powerful way to connect with people and put them at ease. It also can be a little tricky depending on how humor is used. Sarah used humor in the work presentation by sharing fun personal stories that supported the information she was presenting. She observed the body language of the audience to know if her humor was received well. The people listening were relaxed, smiling, and chuckled at her stories. She knew the humor supported her goal of making it enjoyable to hear the information she shared.
- Casey: Casey’s goal was to get people to make meals for a family of a father and three small children to help them through a tough time. Talking with people who knew the family and asking for them to help with one meal was fairly easy. When Casey realized they were going to have to keep up the effort for more than one week, they had to change their strategy and get more people involved. They approached the bible study group and connected their request for more organizing support to their shared religious beliefs and values about helping others in need. When even more people were needed to provide meals, they appealed to the community on social media by describing the difficult situation and sharing that by doing a small thing (making one meal), they could make a big difference to a community member in need. Casey made it easy to sign up and drop off donations. Thinking about who they were talking to and changing how they presented their ideas helped them achieve their goal.



Leaders Listen

Overview

In this lesson, active listening skills are introduced. Students will learn about different ways to actively listen, and why it is an important skill for leaders.

Alaska Cultural Standards

- A1, A3, A6, B1, B2, B3, B4, C4, D3, D6, E1, E3, E4, E6, E7, E8

Alutiiq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning – liicirpet
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Describe what “active listening” means and looks like
- Practice active listening skills in an activity.
- Describe why active listening is an important skill for leaders to have.
- Define empathy and why empathy is an important part of active listening.

Materials

- *How to be an Active Listener* Student Handout

Vocabulary

Active Listening Listening deeply without interrupting. Restating what you hear and asking questions to make sure you understand what is being shared. Active listening takes in the words being spoken as well as body language. Active listening is an important skill for building relationships and trust.

Body language Body language refers to the non-verbal (unspoken) messages that a person communicates with their body, which shows how they are feeling or thinking.

Communication The sharing of ideas and information between people.

Empathy	The ability to understand and share the feelings of another, sometimes through having experienced similar situations.
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.
Sympathy	Feelings of regret and sorrow for someone else’s situations or difficulties that you haven’t personally experienced before..
Verbal	Refers to spoken language.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about a kind of listening called “active listening.” Active listening is an important skill for leaders to develop. Active listening is an important way to build trust and learn from others. To learn about active listening, we will share ideas, watch a video, and practice active listening in an activity. By the end of this lesson, you will be able to define and show what active listening is, and share why it is an important skill for leaders to have.”
- **Begin by finding out what students already know by asking the following questions:**
 - What is **active** listening? How is it different than listening? (*Active listening is really paying attention to another when they are sharing. Focusing on what they are saying with their words, expressions, and body language. It is asking questions to make sure you understand what they are sharing. It is letting them speak and finish without interrupting them or thinking about what your response will be while they’re talking.*)
 - Why is it important for leaders to know how to “actively listen?” (*It helps others to feel heard and understood. It builds trust. It helps leaders have important information they need to make decisions that are in line with the community’s needs...*)
- **Connect the Alutiiq Values of today’s lesson with the objectives—**
 - People – suupet—*When the people share their ideas with each other and work together, we draw on and continue the strength given to us by our Ancestors.*
 - Family – ilaapet—*We learn to communicate first within our families and as we move in the world we continue to draw on those roots. Though we continue to learn new ways, we carry our family’s values and traditions with us.*
 - Language - Sugt'stun niuwacipet—*Language is the way we describe and see the world. Our heritage language carries the stories and knowledge from our Ancestors. It is a gift when we can use our language with each other. Using language, we can share our views and experiences and contribute to our community.*
 - Sharing – ilakuisngukut—*Sharing what we have and what we know is very important. We rely on each other and what each person brings to the community to be stronger. As our Ancestors shared what they had to survive and thrive, we continue to share with each other to keep our communities strong.*

- Trust – sugtanartukut—*We value the importance of doing what we say we will do. We show respect to Elders, community members, and family by doing actions that will earn their trust.*
- **Introduce the concepts of active listening:** What does it feel like when someone really listens to you? How do you know they are really listening? The skill of being a good listener takes practice. It is an important skill for leaders because it shows caring for others, and is a good way to get information needed to make decisions that benefit our communities and community members. Here are some tips (from the student handout):
 - **Stop talking!!** Nobody can listen well and talk at the same time. Try not to think about what you will say when the speaker is done. Listen carefully so you can really understand what is being shared with you.
 - **Show the sender you want to receive.** Look towards the person who is talking. Try to listen well enough to repeat what the person says when they are done talking. By looking at people when they speak, you are showing that you are interested in listening to what they have to say.
 - **Remove distractions.** Don't doodle or play with your phone while someone is talking to you. If you allow yourself to become occupied with something while another person is talking, it may interfere with your focus. It sends the message, "I'm not listening."
 - **Be patient.** Hold your reaction to what is being said. Don't respond until you have heard the whole story. If you interrupt, or if you become angry, you have lost your ability to be an effective listener.
 - **Ask questions to learn more.** When it is your turn to respond, clarify anything you didn't understand. Be sure you understand what was said, and ask if you are unsure.
 - **Go easy on arguments and being critical.** If someone is trying to explain something and you respond immediately by being critical or by saying you disagree, you have stopped listening. Make sure you understand before you suggest reasons you don't agree with their ideas.
- **Active Listening video: *Active Listening Video* (1:27):** Simple video explains active listening with animated people. <https://www.youtube.com/watch?v=rzsVh8YwZEQ>
- **Active Listening Activity**
 - Have the students practice these skills in pairs by following the steps in the handout, and taking turns using the skills and completing the open-ended statements. Let the students know there are no "right" answers.
 - Discussion—After the activity, discuss how the experience was:
 - How did you feel when you were the one talking and being listened to and asked questions of?
 - How did you feel when you were the one asking the questions?
 - How will the skill of active listening be useful to you?

- **Extension: Empathy and Active Listening** (For more advanced students). Discuss how showing empathy can be an important part of active listening.
 - What is empathy? Empathy is when you understand and share the feelings of another. It is listening to the feelings of another, and relating to what they are sharing. If you are upset or having a hard time, it can be very comforting to have another person listen and be with you in kindness. You can also be there for others in this way. Even if you don't understand what they are feeling, you can still be there for them and listen.
 - This video on *Empathetic Listening Skills* by Alex Lyon (6:48) is clear and gives examples of listening with empathy. The same person also has videos on active listening, in the additional resources below.
<https://www.youtube.com/watch?v=IO1gpzakhik&t=393s>

Learning stories

- When Joe Delgado was working as the Tribal Transportation Coordinator for the Native Village of Ouzinkie, he noticed that the kids and Elders were not out on the roads very much. Elders voiced concern about the rates of asthma going up 80%. The problem was the dust being caused by the roads. The gravel on the roads is made from local rock. It turns to a fine talcum powder when dry, and a soupy mud when wet. They looked into getting a chemical to put down to keep down the dust, but it cost too much. Then people on his team suggested using salt water. They did an experiment. Though it did keep the dust down, it took a long time to just do a small section of the road using the truck with a small container on it. He brainstormed with his crew, and they had the idea of using several containers put together, on the back of a large flat bed truck. He got the truck and the containers, and it worked! The salt water worked as good as the chemical spray, and was free from the ocean. With the truck and containers, they could get all the roads done in 3 hours. Joe was happy when he saw the Elders walking again on the roads, and the kids out on their bikes.

Discussion:

- Who did Joe listen to, and why was it important for him to listen? *Joe learned of the problem from the Elders, and started to find out about it. Joe listened to his workers to find a solution, and then he got the materials together they needed to try their idea.*
- How do you think the workers on Joe's team felt when he listened to their ideas? *They felt listened to, and when he took action to buy the things they needed to try their ideas, they knew he trusted their ideas.*
- How do you think the people in the community felt? How did they know that their concern had been heard? *Because actions were taken to improve the situation, and the people in the community were able to use the roads without breathing in so much dust.*
- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story about the importance of good communication and listening to each other.

Evaluation

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

- What does it mean to actively listen? What does it look and feel like when someone is actively listening?
- How did it feel to practice active listening during our activity?
- Why is active listening an important skill for leaders to have?
- Extension: What is empathy? Why is empathy an important part of active listening?

Additional Resources

- **Active Listening Definition, Skills, and Examples By Alison Doyle** (contains ads) Article. <https://www.thebalancecareers.com/active-listening-skills-with-examples-2059684#:~:text=Key%20Takeaways%20%20Active%20listening%20is%20how%20you,a%20establishing%20rapport%2C%20during%20work-related%20conversations%20and%20interviews>. (Accessed 4/18/25)
- **Active Listening Video** (1:27): Simple video explains active listening with animated people. <https://www.youtube.com/watch?v=rzsVh8YwZEQ> (Accessed 4/18/25)
- **Active Listening Skills** with Alex Lyon (6:13): Clear explanation of active listening with examples. This video lists eye contact as one of the nonverbal cues, and shows more of a Western way of showing attention through eye contact. This is best as a teacher resource to get comfortable with the topic and ways to talk about it, but would need some culturally responsive adaptation to use. <https://www.youtube.com/watch?v=7wUCyjiyXdg> (Accessed 4/18/25)
- **Brené Brown on Empathy** (2:53) This animated short shows what it means to show empathy, and how empathy is different than sympathy. Discuss how the bear showed empathy and active listening, and how that helped the fox feel listened to. This is a video for mature youth and adults. It mentions a miscarriage. <https://www.youtube.com/watch?v=1Evwgu369Jw&t=2s> (Accessed 4/18/25)
- **Active Listening: The Art of Empathetic Conversation** Article by Birgit Ohlin. Good article with practical tips. Is a commercial site with links to free downloads on the topic. <https://positivepsychology.com/active-listening/#learning-to-listen> (Accessed 4/18/25)

How to be an Active Listener

When we really listen to others, we show we care about them and their experiences and ideas. We can better serve the needs of our community when we understand what people share with us.

Stop talking!!

Nobody can listen well and talk at the same time. Try not to think about what you will say when the speaker is done. Listen carefully so you can really understand what is being shared with you.



Show the sender you want to receive.

Look towards the person who is talking. Try to listen well enough to repeat what the person says when they are done talking. By looking at people when they speak, you are showing that you are interested in listening to what they have to say.

Remove distractions.

Don't doodle or play with your phone while someone is talking to you. If you allow yourself to become occupied with something while another person is talking, it may interfere with your focus. It sends the message, "I'm not listening."

Be patient.

Hold your reaction to what is being said. Don't respond until you have heard the whole story. If you interrupt, or if you become angry, you have lost your ability to be an effective listener.

Ask questions to learn more.

When it is your turn to respond, clarify anything you didn't understand. Be sure you understand what was said, and ask if you are unsure.

Go easy on arguments and being critical.

If someone is trying to explain something and you respond immediately by being critical or by saying you disagree, you have stopped listening. Make sure you understand before you suggest reasons you don't agree with their ideas.

Adapted with permission from Ferguson, J. (2020). *Expanding the circle: Respecting the past, preparing for the future* (2nd ed.). Minneapolis, MN: University of Minnesota, Institute on Community Integration. <https://etc.umn.edu/curriculum/curriculum>

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Listening to Others (Practice)

One of the greatest gifts you can give me is to listen to me.

Practice these active listening skills

1. Listen to your partner. Affirm that you are listening by making positive sounds like “Mm-hm” or “I see” or “Yes.” Don’t interrupt, and don’t talk.
2. After your partner is done, restate what you think was said by saying something like, “Let me see if I understood what you were saying....”
3. Clarify what your partner said focusing on what was said and the feeling behind what was said. For example you could say, “You seem to be saying...”; or “The way I heard it, you said....”
4. Question openly focusing on the feelings and information to encourage your partner to give more information. For example you could say, “So, what do you think you are going to do about...?”

The activity steps

1. Take turns saying the open-ended statements below and finishing them the way you want to — being honest.
2. After your partner completes one of the open-ended statements below, you use the tips above to practice your active listening skills.
3. This may feel strange at first, but follow the tips! You will be amazed at how much better you listen and how much more your partner will share with you.
4. Now switch places. It is your turn to complete a statement and your partner’s turn to be an active listener.
5. When you have each completed all the open-ended statements and used the tips with each other, you are finished.

The Open-Ended Statements

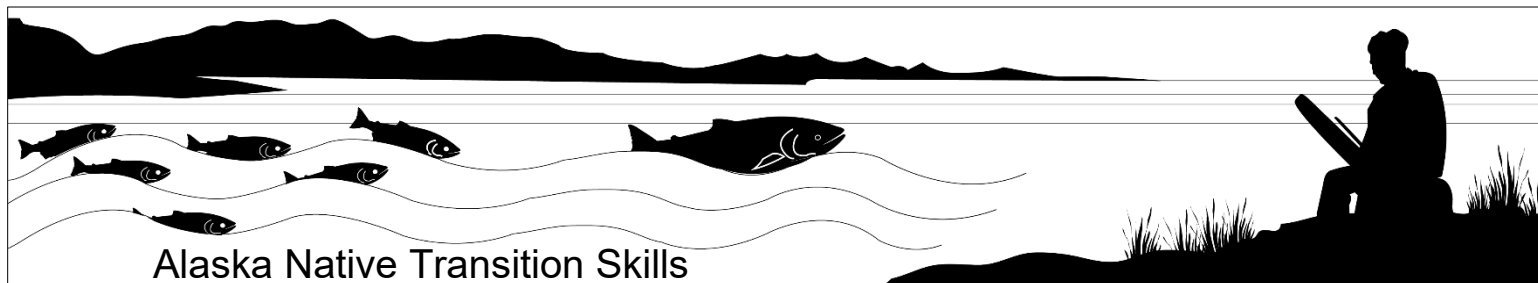
On the weekend, my favorite thing to do is...

Others say one of the things I am good at is ...

What I want to do most with my life is...

Something I really like about our community is...

If I could, one thing I would improve in our community is...



Alaska Native Transition Skills

Leaders Organize and Plan

Overview

In this lesson, basic planning skills are introduced including subsistence and daily life examples. Leaders often are in a position to organize and coordinate efforts, with a specific timeline in mind. With experience and practice, people can learn organization and planning skills. Cultural Note: This lesson includes some time management basics, but understand that the concept of “time management” is a very Western idea. Indigenous ways rely on the inherent timing and flow of the natural world. As much as possible, teach these concepts by linking timing to events/outcomes or natural processes (like a season, daylight hours, or the tides). Consider framing planning in the way it benefits the community, or how it ties into cultural transitions or values.

Alaska Cultural Standards

- A1, A4, A6, B3, C3, D1, D3, D5, E1, E8

Alutiiq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqllipet
- Family - ilaapet
- Learning – liicirpet
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Describe what it means to plan ahead.
- Describe 3–5 ways to use your time well to reach your goals.
- Practice effective planning in an activity.
- Describe why effective planning is an important skill for leaders.

Materials

- *Make a Plan to Reach Your Goal* Student Handout
- *Make a Plan Learning Stories* Teacher Resource
- *Blank Planning Tool* Student Handout

Vocabulary

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.
Organize	To put things in a structured order, or to coordinate activities and efforts to achieve a specific goal.
Plan	A list of steps and timing used to accomplish something or reach something a person or group of people want.
Strategy	A specific way of doing something to reach a goal.

Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to learn about effective planning and why organization and planning are important skills for leaders to develop. People are more likely to reach their goals when they have a plan of the steps it will take to reach them. Similar to setting a SMART goal, using steps to outline the actions needed will help you and others reach your goals. Effective planning means that your plan actually will get you to the goal you want to reach. We will learn about how to make an effective plan by sharing ideas, practicing in an activity. By the end of this lesson, you will be able to describe what it means to plan ahead, describe ways to use your time well to reach your goals, and describe why planning ahead is an important skill for leaders to have.”
- **Begin by finding out what students already know by asking the following questions:**
 - What does it mean to make a plan? (*A plan outlines the steps needed to reach a specific goal or something you and others want to achieve.*)
 - What makes an effective plan? How do you know a plan is effective? (*An effective plan has the right steps, with clear actions to take. It is clear who will do each step. You know your plan worked when you reach your goal. Sometimes the plan needs to be changed, if it isn’t working.*)
 - What does it mean to organize or be organized? What is an example of organizing something? (*Putting things into a structured order. Examples: Cleaning a room or putting away the dishes is an act of organizing. Sorting and stacking papers so you can find important papers later. Sorting gear and getting it ready for the fishing season.*)
 - Why is it important for leaders to know how to organize and make effective plans? (*Leaders are often in a position to help organize projects and efforts a community or organization wants to accomplish. Leaders learn these skills through experience over time.*)
- **Connect the Alutiiq Values of today’s lesson with the objectives—**
 - People – suupet—*When the people share their ideas with each other and work together, we draw on and continue the strength given to us by our Ancestors.*

- Sharing – ilakuisngukut—*Sharing what we have and what we know is very important. We rely on each other and what each person brings to the community to be stronger. As our ancestors shared what they had to survive and thrive, we continue to share with each other to keep our communities strong.*
- Spirituality – agayumaukut—*Our beliefs and Spirituality can be a source of strength as we live and face challenges.*
- Traditional Arts, Skills, & Ingenuity - piciipet uswituu'uq—*Our Ancestors gave us many gifts through the arts and ways of making and doing things. They faced challenges and were able to overcome them through their creativity, persistence, and ingenuity. By using our skills and creative thinking to reach our goals, we honor our Ancestors.*
- **Introduce the concepts of effective planning and organizing:** Leaders are often in a position to help organize projects and efforts a community or organization wants to accomplish. Leaders learn these skills through experience over time and by learning from others.
 - **To organize something is to put it in order.** Examples of organizing:
 - Taking a big pile of clean clothes and folding them into sorted stacks.
 - Separating nets that need repair and nets that are ready to use as part of preparing to go fishing.
 - Doing online research and making notes to complete a homework assignment.
 - Calling or texting friends to find a time to get together to play games.
 - **Steps to Make a plan:** These are the basic steps people can use to plan and keep their plan on track. (Discuss as you look at the student handout.)
 - **Identify the goal:** What do you want to do or accomplish? When do we want the project or goal to be completed?
 - **What are the steps to take?** Write down the steps it will take to reach the goal.
 - **Who will do each step?** Next to each step, write who will do it.
 - **When will each step be done?** Next to each step, write when it will be done.
 - **How will we know our plan is working?** As people complete the steps, you can see your progress. If a step is missed, you may need to change your plan or adjust it. Maybe a different person needs to help, or a step may need more time than you thought at first. It is okay to change the plan. You will know your plan worked when you reach your goal.
- **Making a Plan Activity**
 - Use the student handout to walk through two examples of using the planning tool to make a plan for the people in a learning story (see teacher resource). Then ask students to work in pairs or small groups on a personal plan for something they want to accomplish.
 - Discussion—After the activity, discuss how the experience was:
 - How did it feel to practice making a plan?
 - What are ways you have made a successful plan in the past?

- **Making choices about time**

You have 24 hours in a day. What do you like to do with your time? How do you choose what to do, and when to do it? How do you decide what is important? You can use the ideas in planning to help you make choices about your time. Here are some tips to try:

- **In the morning, decide one to three important things you want to do that day.** Write them down. Decide when you will do them. If you need anything to do it, write that down too. At the end of the day, reflect on if you got those things done. If something got in your way, think about what it was. If you still want to get that done, see how you could make a better plan for the next day.

Examples:

- I will do my homework for math class, in the morning study period, and I need to be sure I have my math book and worksheets.
- I will go visit my grandmother and take her some cookies I made. I will make the cookies tonight, so I can take them when I visit her in the morning.
- **Do the most important things first.** When you look at your list, do the most important things first. This helps you accomplish those before other things in your day come up.
- **Break up large projects into small pieces.** Whether it's writing a paper for class, studying for a final exam, or reading a long assignment, people often feel overwhelmed at the beginning of a large project. It's easier to get going if you break it up into stages that you schedule at separate times—and then begin with the first stage that can be done in a shorter amount of time.
- **If you have trouble getting started, do an easier task first.** Like large tasks, complex tasks can be challenging. If you can't get going, switch to an easier task you can accomplish quickly. That will give you momentum, and help you feel more confident to start the difficult task.
- **If you feel stuck, talk to someone.** Maybe you just don't understand what you should be doing. For homework, talk with your teacher or another student in the class to get back on track. Outside of school, talk to a friend and share what you are trying to accomplish. Talking it out may help you know what to do.
- **Use unscheduled times to work ahead.** If you know you have 100 pages to read, and you planned to do it later, you can use time while you wait for the bus to start the reading, or at least scan through to see what you will be reading. Either way, you'll save time later. Getting small things done in your downtime can really add up!
- **Keep your momentum.** Prevent distractions that slow you down. Check for messages, for example, only at scheduled break times.
- **Prepare to be successful.** When planning ahead for studying or other tasks you want to get done, think yourself into the right mood. Focus on the positive. "When I get these chapters read tonight, I'll be ahead in studying for the next test." *Visualize* yourself doing well!

- **Use your best—and most appropriate—time of day.** Different tasks require different mental skills. Some kinds of activities will work for you first thing in the morning, while others need your most alert moments at another time.
- **If you feel like you don't have enough time to get things done that you need to do, look at where you are choosing to spend your time.** Maybe a different choice would help you have the time you need. *Example: Dylan was spending 2 hours a day playing video games with his friends after school, and then didn't have time to get his homework done. Maybe if he just spent 30 minutes playing video games, some of that time could be used to study.*

Learning stories

- See the teacher resource for learning stories that support this lesson.
- Invite a local Alaska Native leader, Elder, or culture bearer to share a traditional story or a personal story about how people organized to achieve something the community wanted, or an example of a community project and how it was completed.

Evaluation

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

- What does it mean to plan ahead?
- What are 3–5 ways to use your time well to reach your goals?
- How was it to practice effective planning in the activity?
- Why are effective planning and organizing important skills for leaders?

Additional Resources

- ***How I Manage My Time - 10 Time Management Tips*** with Ali Abdaal (11:48) This is a well-made video with good suggestions based on current best practices for time management. Great resource as foundational skills for the teacher.
<https://www.youtube.com/watch?v=iONDebHX9qk&t=354s>
- ***How To Create a Work Plan— The Step by Step Guide For New Managers On Project Planning with Makeda Andrews*** (9:39). Higher level video that goes through a work example with good tips for developing steps in a project plan. Has a leadership focus.
<https://www.youtube.com/watch?v=XFYhgfeltf4&t=138s>

How to Make an Effective Plan

Leaders help others reach shared goals by making a clear plan and keeping things on track to reach the goal.

- **Identify the goal:** What do you want to do or accomplish? When do we need the project to be complete?
- **What are the steps to take?** Write down the steps it will take to reach the goal.
- **Who will do each step?** Next to each step, write who will do it.
- **When will each step be done?** Next to each step, write when it will be done.
- **How will we know our plan is working?** As people complete the steps, you can see your progress. If a step is missed, you may need to change your plan or adjust it. Maybe a different person needs to help, or a step may need more time than you thought at first. It is okay to change the plan. You will know your plan worked when you reach your goal.

Planning Tool

What is our goal or project?		
When does it need to be completed?		
Step	When	Who
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Use this to write a plan for Brandon and his family to harvest the salmon they need for the year:

What is our goal or project?		
When does it need to be completed?		
Step	When	Who
1.		
2.		
3.		
4.		
5.		
6.		

Use this to write a plan for Peggy's Auntie's birthday party:

What is our goal or project?		
When does it need to be completed?		
Step	When	Who
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Use this to make a plan for something you want to do:

What is our goal or project?		
When does it need to be completed?		
Step	When	Who
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Planning Tool

What is our goal or project?		
When does it need to be completed?		
Step	When	Who
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Notes: You can add more steps if you need them.

If the plan is getting off track, you can change the steps, person responsible, or the timing to get back on track.

How to Make an Effective Plan

Leaders help others reach shared goals by making a clear plan and keeping things on track to reach the goal.

- **Identify the goal:** What do you want to do or accomplish? When do we need the project to be complete?
- **What are the steps to take?** Write down the steps it will take to reach the goal.
- **Who will do each step?** Next to each step, write who will do it.
- **When will each step be done?** Next to each step, write when it will be done.
- **How will we know our plan is working?** As people complete the steps, you can see your progress. If a step is missed, you may need to change your plan or adjust it. Maybe a different person needs to help, or a step may need more time than you thought at first. It is okay to change the plan. You will know your plan worked when you reach your goal.

Learning Story: Brandon and his family plan for fishing

Read the learning story and fill in the planning tool as you walk through the story.

Brandon and his family members wanted to be successful in getting the salmon the family needs for the year. They needed to make a plan so they would be ready when the salmon came in. They had about 4 weeks to get everything ready.

Ask the students to brainstorm the steps Brandon and his family need to do. Have them list the steps in the planning tool. Here are some examples of things that should be in the plan:

*They brainstormed together the things they needed to do to get ready:
get their gear ready and repair all the nets that needed repaired;
get the boat ready; once the salmon were in, they need to be ready to go to the bay; they need to figure out the times of the tides for that day and the daylight hours;
they need to leave early to get a good spot; and to have the nets in place for the incoming tide; They need to have an idea of how much salmon they need for the freezer, so they know when they have enough for what the family needs. They need to prepare and package the fish for storage. They need to get the fish to those who need it, family members, including Elders or others in the community that aren't able to get their own fish.*

How do they know if their plan was successful? *They were in a good spot at the right times and were able to get the fish their families needed. They were able to process the fish and package it for storage. They were able to get the fish to the family members and Elders who needed it. If there were challenges, they found a way to change the plan as needed.*

Learning Story: Peggy and her brother and sister plan a birthday party for their Auntie

Read the learning story and fill in the planning tool as you walk through the story.

Peggy wanted to have a birthday party for her Auntie. She knew her Auntie would enjoy having people gather to celebrate with her. She asked her brother and sister to help her with the party. She wanted to have the gathering on her Auntie's birthday, which was a few weeks away. They met to make a plan.

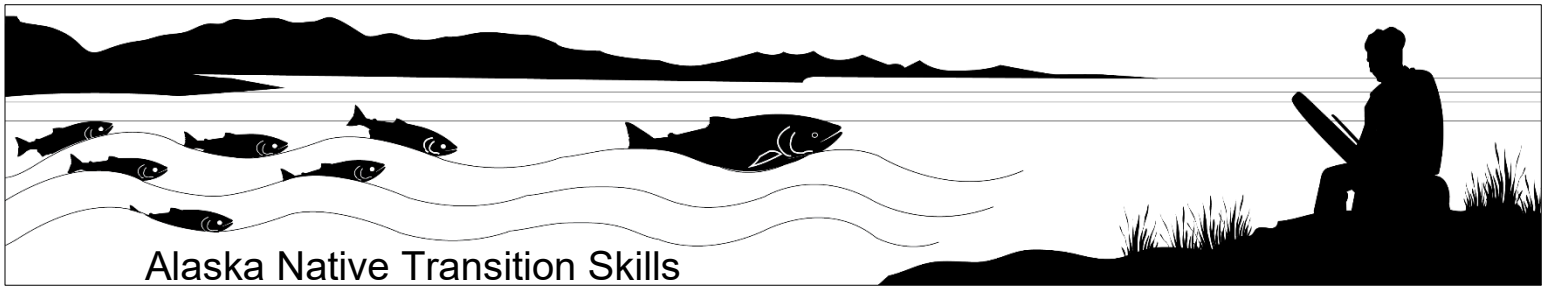
Ask the students to brainstorm the steps Peggy and her siblings need to do to plan the party. Once they have some of the steps, have them list the steps in the planning tool. Here are some examples of things that should be in the plan:

First they had to organize the big areas of what was needed: people, food, location, and timing.

Next they worked to make a plan for each of those parts.

- *People: Who will be invited? How will the invitations be made? Who will do this?*
- *Food: What kind of food would Auntie like for her birthday? Can we organize others to help bring the food? Who can we ask to make a dish? Are we serving a meal, or just having snacks and a cake? What kind of drinks do we want to have? Do we have a budget for how to pay for food and drinks we need to buy?*
- *Location: Where should we hold the party? Is the space big enough for the number of people we plan to invite? Do we have to reserve or ask about using the space? Will the space cost anything, and if it does, how will we pay for it? How will people get there?*
- *Timing for preparing for the event: What needs to be done in advance, and what happens the day of the party? Who will do each piece? When does it need to be done?*
- *Timing for the day of the event: What is the plan for the day? What will need to be picked up and brought to the place the party will be? What things will be brought by others? Will we have games, dancing, gifts, or other activities? When will those happen? Who will keep things on track during the event? Who will help with clean-up?*

How do they know if their plan was successful? *They were able to host a birthday celebration for their Auntie that was organized well and enjoyed by the people who attended. When unexpected challenges came up (like the person who was planning to make the cake was sick) they were able to change their plan (they found someone else to make the cake).*



Alaska Native Transition Skills

Leadership in Action

Overview

In this lesson, students will interact with quotes and examples from the Indigenous leaders who assisted with this curriculum. The quotes and examples explore the different ways to be a leader, how to build confidence and gain experience, and tips for communicating well. This is the capstone lesson of the unit.

Alaska Cultural Standards

- A1, A6, B2, D1, D3, D5, D6, E1, E8

Alutiiq/Sugpiaq Values

- Land - nunapet
- Stewardship - nunapet carlia'arluki
- Subsistence - unguwacirpet
- People - suupet
- Elders - cuqlipet
- Family - ilaapet
- Learning - liicirpet
- Language - Sugt'stun niuwacipet
- Humor - englarstaisngukut
- Spirituality - agayumaukut
- Sharing - ilakuisngukut
- Trust - sugtanartukut
- Respect - ling'aklluki

Learning Objectives

The student will be able to:

- Connect to qualities of leadership through activities and discussion.
- Give examples of important skills and qualities leaders need to have to be effective leaders.

Materials

- *Leadership in Action Skill Cards Teacher Resource*—Print them and cut them out to prepare for the activity.
- *Leadership in Action Advice from Leaders Teacher Resource* has quotes and suggested discussion questions to use as a resource for highlighting skills covered in the unit.

Vocabulary

Indigenous Refers to the social norms, belief systems, traditions, values that are held and practiced by the original people native to a specific place. In this curriculum, it refers to the Alaska Native peoples, with specific examples from Alutiiq/Sugpiaq peoples.

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.
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Activities and Adaptations

- **Share the goal of today’s lesson:** “Today we are going to complete our leadership unit by exploring the words and advice of Indigenous leaders and the skills we have been learning. We will use activities and discussion. By the end of the lesson, you will be able to give examples of important skills and qualities leaders need to have to be effective leaders.”
- **Begin by finding out what students already know by asking the following questions:**
These are some of the questions from lesson 1, but hopefully the students will have deepened what they know:
 - What does it mean to be a leader? Who are leaders that you know? (*Tribal Council Members, Elders, employers, community groups...*)
 - What are qualities of an effective leader? (*They are able to lead others to work toward a shared goal. They support and encourage others...*)
- **Leadership in Action Skills Cards:** These cards highlight the core skills focused on in the unit, with questions for discussion. They can be used in small groups or a large group, depending on the students. They are designed to be printed 2-sided, and cut apart on the lines indicated.
- **Leadership in Action Leader Advice Discussion:** As part of the development of this curriculum, four Alutiiq/Sugpiaq leaders were interviewed. Quotes were pulled from these interviews and provide a rich final activity for the leadership skills unit. These quotes are divided into Values, Confidence, Communication, Planning, and Humor. You can use the quotes and the suggested discussion questions as fits your students best. More advanced/complex questions are noted. Thanks to Melissa Silugngataanit’sqaq Marton (Sugpiaq), Joe Delgado (Alutiiq), Gwen Sargent (Alutiiq) and Susan Malutin (Alutiiq) for their time and advice for this unit.

Learning stories

- Invite a local Alaska Native leader (such as a business owner, an Elder, or a Tribal council member) to participate in the “Leadership in Action” cards and leader’s advice activities, to add what they have found is important for leaders. It can also be helpful for the students to hear how they learned the skills they have.

Evaluation

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

- Give at least three examples of what effective leadership looks like in action.

Additional Resources

- Here are brief biographies of each of the leaders featured in the Leadership in Action Advice Teacher Resource:
 - [Melissa Silugngataanit'sqaq Marton \(Sugpiaq\)](#) was born on Kodiak Island and has ties to Chignik Lagoon in the Bristol Bay Region. She served as the Kodiak Villages representative on the Alaska Federation of Natives Board of Directors. She has also served as a School Board member and served as a member of the historic Governor's Tribal Advisory Council for the State of Alaska under Governor Walker.
 - [Susan Malutin](#) (Alutiiq) was born and raised in the Kodiak community. She is a self-taught master skin sewer and has studied and taught the Alutiiq language and culture to others. Susan shared this quote with the First People's Fund (page has since been taken down). "I want to show the young people they can carry on those characteristics that made our culture strong. They can use it in all aspects of their lives by their attitudes and actions and how they role model."
 - Joseph Delgado (Alutiiq) is the son of Refugio (Duke) and Sonja Delgado. He was born in Kodiak and has been married to Airene Jane for 12 years and he has two children - Eliana and Joseph. Joe worked as the Tribal Transportation Coordinator for the Native Village of Ouzinkie for nine years and his department completed three major projects - widening and improving F Street, a Long Range Transportation Plan (LRTP), and the first Transportation Safety Plan (from bio of Ouzinkie Corporation). He has served on both City and Tribal councils, and was a Planning and Zoning commissioner. He is currently a Borough Assembly member.
 - Gwen Sargent (Alutiiq) was born and raised in Kodiak, Alaska. She is the daughter of Walter Sargent, Jr. and the late Metha Hansen, and the granddaughter of the late Jennie Heitman and Walter Sargent, Sr. She has one son, Josh, and a granddaughter Kaleeah. Gwen was the Tribal Vocational Rehabilitation Administrator for the Kodiak Area Native Association when this unit was first developed. She continues to make Kodiak her home (from [Woody Island Tribal Council](#) website.)
- Willie Wolf, M.P.A. and Faith Spotted Eagle developed a Native leadership model called *Spirit Smart* in which they discuss the five qualities they felt exceptional Native leaders possess. Wolf describes these qualities at this link: <https://www.linkedin.com/pulse/five-qualities-native-american-leaders-willie-wolf-m-p-a> Note: This link was included in the *Expanding the Circle* curriculum (pg 47).
- *What is a Mindset and Why it Matters* by Kendra Cherry: Referenced article with good tips on reshaping mindset from a "fixed" to a "growth" mindset. Article does have some ads. <https://www.verywellmind.com/what-is-a-mindset-2795025>

Giving Back

When we share the gifts of our time and experiences, it connects us to others and honors our Ancestors. Giving back to our families and community makes us and our communities stronger.

What are ways you share your gifts, skills and experiences to help your family and community?

What opportunities do you have to do something kind for an Elder or other community member?

Why is it important for leaders to give back to their communities?

Active Listening

Active listening is when you listen to understand, not to think of what you will say next.

Active listening puts your full attention on what the other person is saying.

How do you show you are actively listening to another person?

What does it feel like when someone has really listened to you?

Why is it important for leaders to know how to listen?

Creating Opportunities for Others

Leaders look for ways to uplift those around them. They look for ways to develop leadership skills in others. This approach makes teams and communities stronger.

How does a leader create opportunities for others so they can grow?

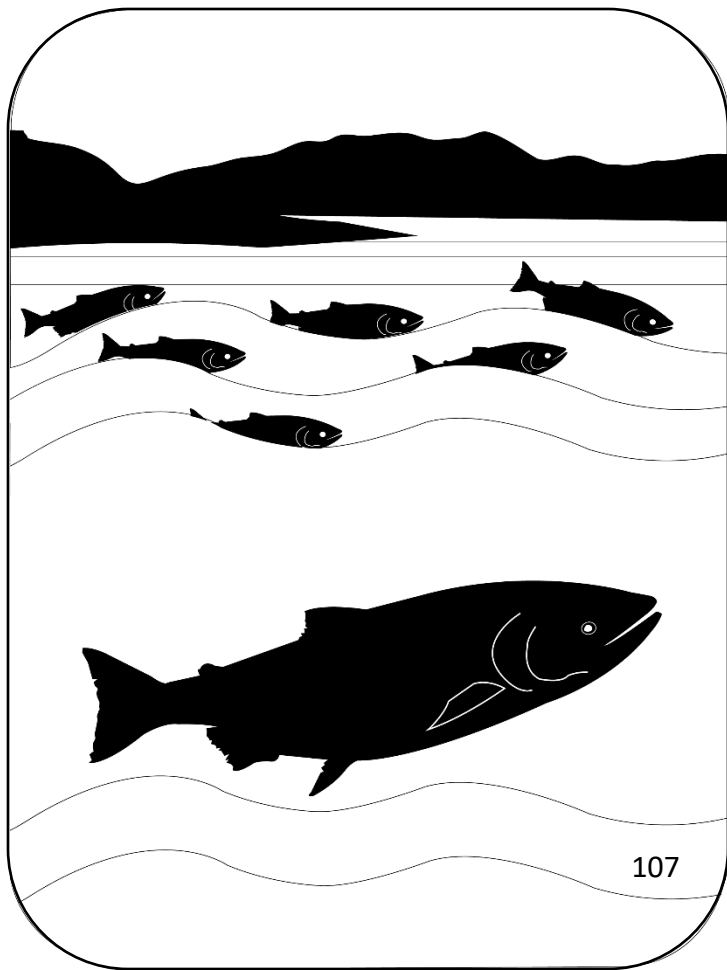
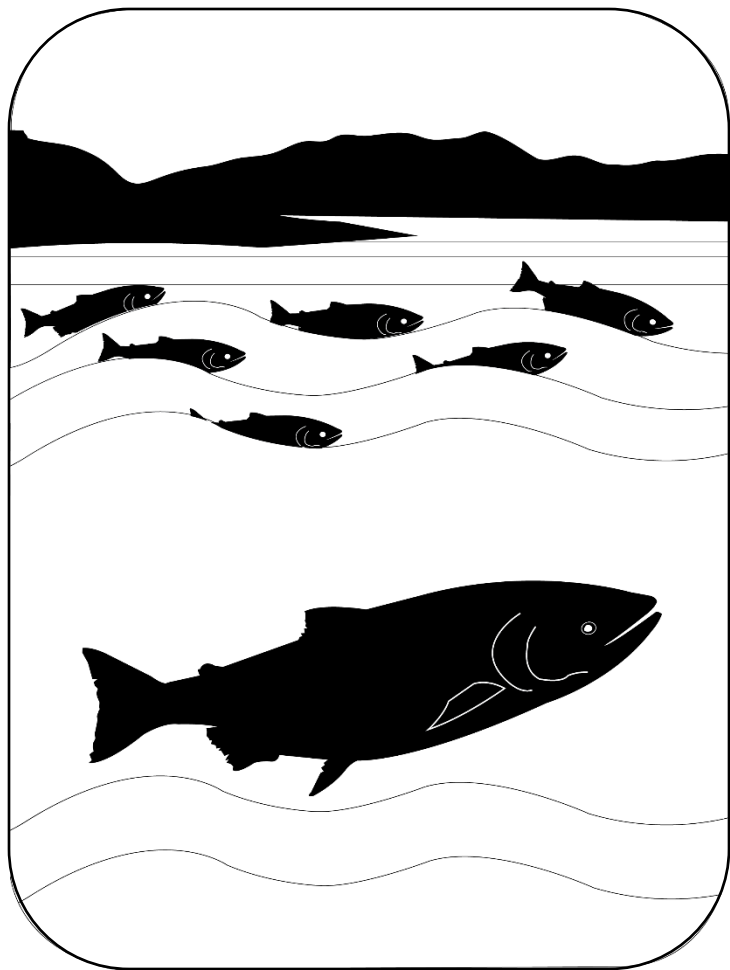
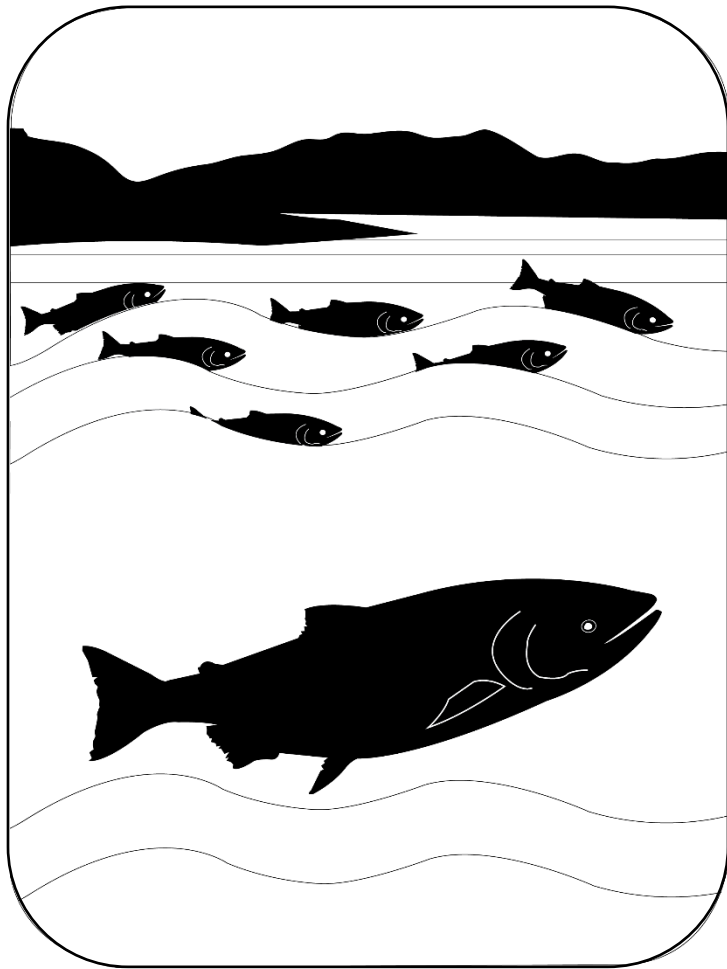
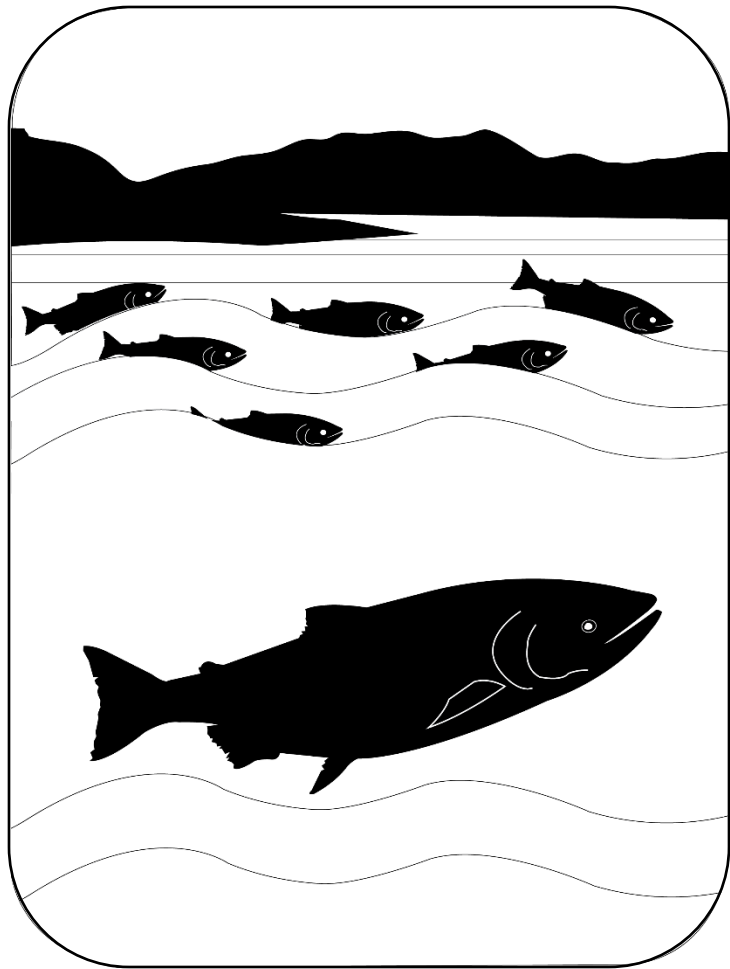
Why is this an important skill for leaders?

Speaking Up

Advocacy is speaking your truth about the things in life that you or others need. Advocacy is sharing the things that are important to you or things that are for the betterment of others.

What are ways you can advocate for yourself and others?

How can you use an assertive communication style to ask for what you or others need?



Difficult Conversations

If another person has said something that bothers you, it can be important to speak up and have a conversation with them so those feelings don't build and cause resentment.

How can you start a conversation with someone who has said something that bothered you?

Why is it important to bring it up?

Overcoming Negative Messages

If you don't believe you can do something because of things you have been told, it is important to turn that belief around.

How can you believe in yourself, even when others may have told you that you won't be able to do something?

How can you build confidence in yourself and what you have to offer?

Give an example of a negative message you may have heard, and how you could turn it around.

Positive Mindset

How we think about things can make a big difference in the outcome. If we expect to reach a goal, we are more likely to reach it than if we think negatively. We can practice changing our thoughts to the positive. Positive beliefs can make a big difference and create different outcomes.

Give an example of how to change these thoughts to a positive:

"I can't do it."

"There is no way I can reach this goal."

"This is stupid, why did I think I could do this?"

I can't get past this challenge. I want to give up."

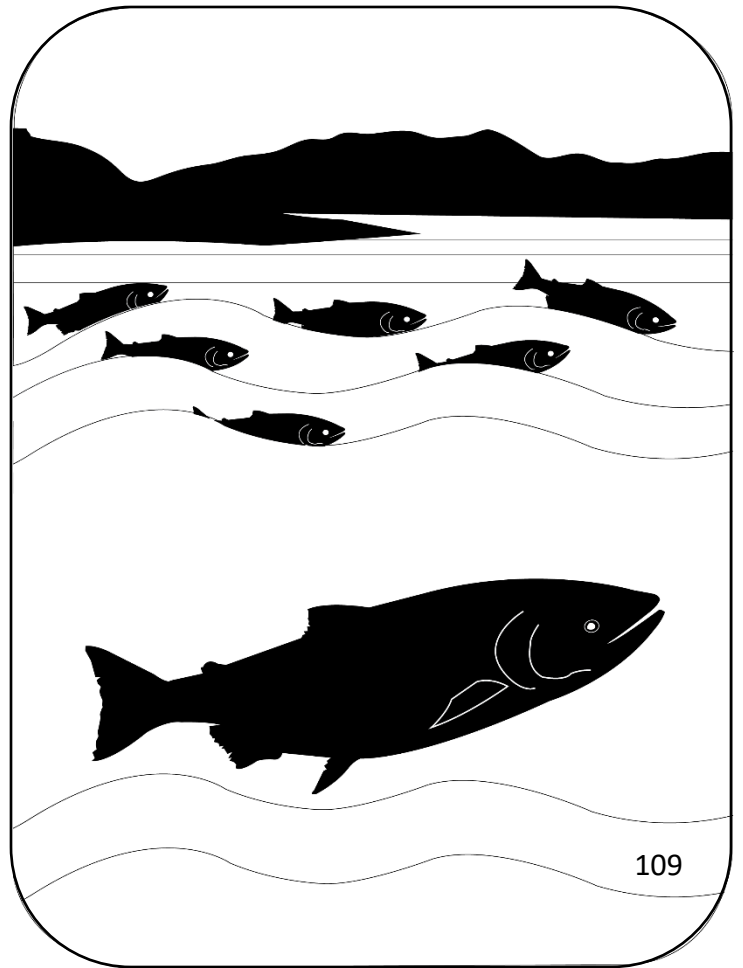
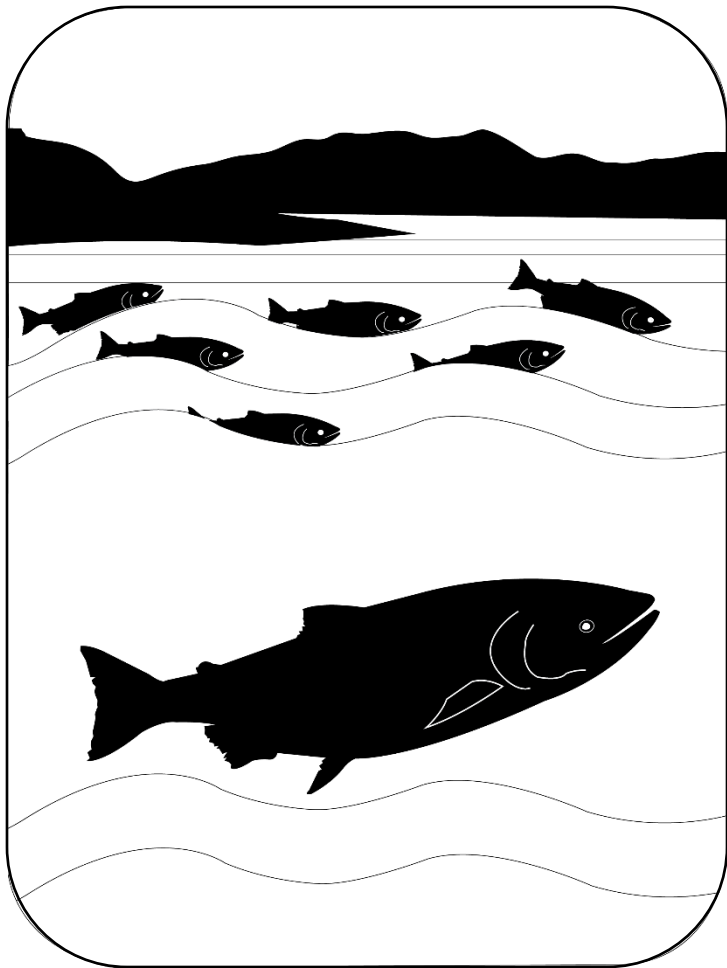
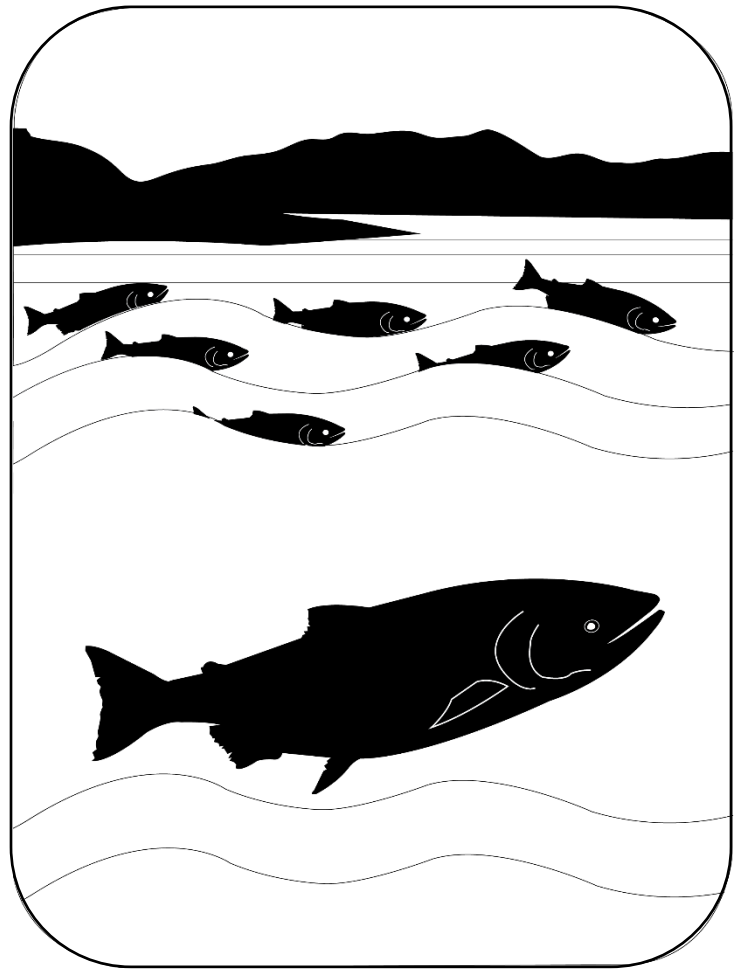
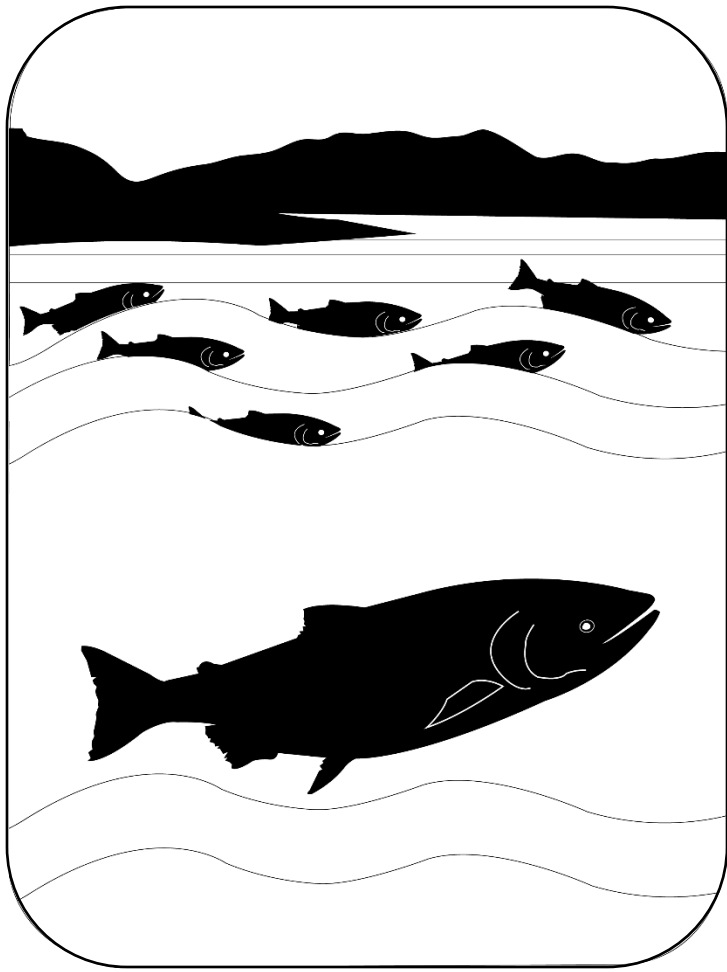
Humor

"The ability to laugh and find humor in life is a strong value in Alutiiq people. During hard times, humor makes it bearable or can be what gets people through."

(Source: Alutiiq Education website on Humor Values page).

How have you seen leaders use humor to make work more fun?

How can leaders use humor to bring people together?



Values

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.

What are some of the values you live by?

Give an example of how you made a decision using your values.

Setting & Achieving Goals

Setting a SMART goal (Specific, Measurable, Attainable, Relevant, and Time-based) gives us all the pieces needed to reach a goal. It helps us think about the steps that we will need to take to get us where we want to go.

Give an example of a SMART goal.

Why is it important for leaders to know how to set and achieve goals?

Facing Challenges

Just like using your muscles makes you stronger, the more you face challenges, your abilities and confidence to face challenges will grow. Challenges are opportunities to learn and to get creative. Facing a challenge with a positive attitude can help you find your way through it.

What are the steps to face a challenge?

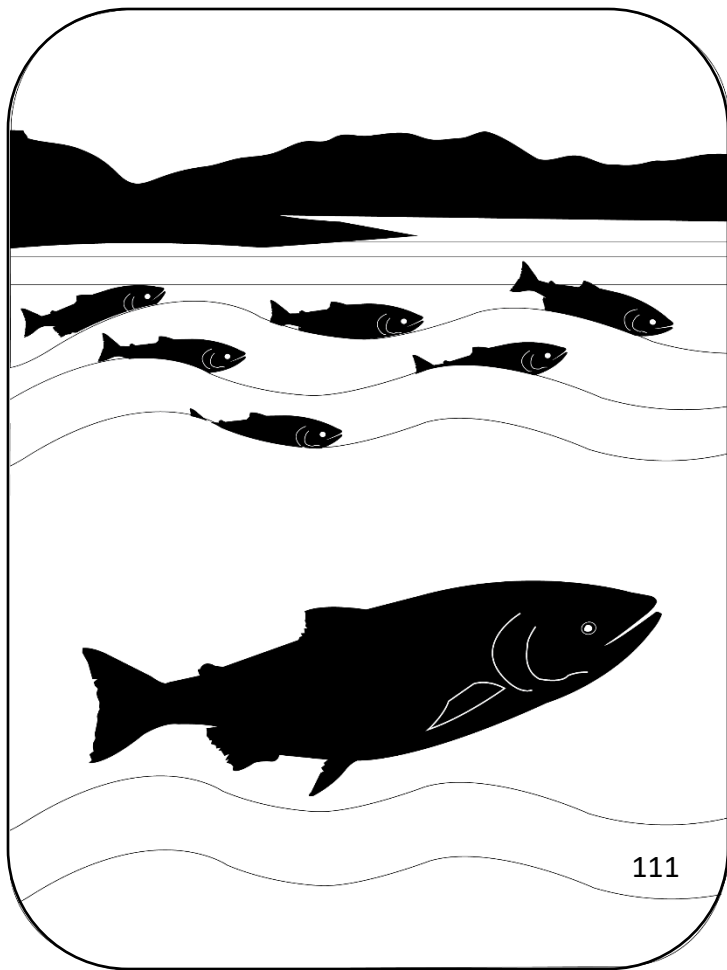
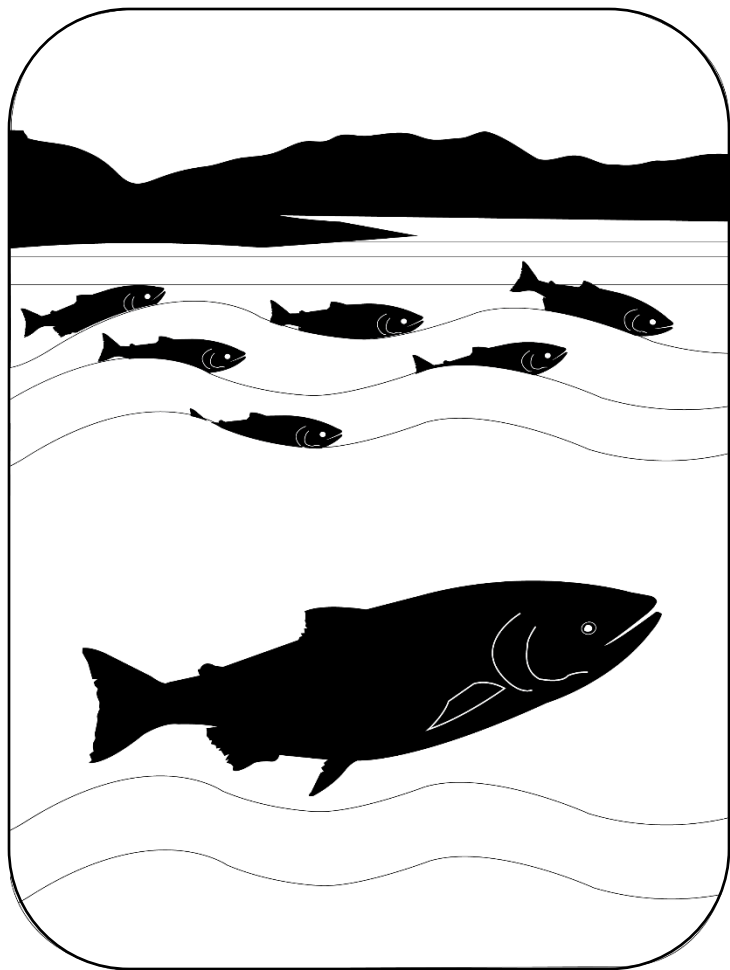
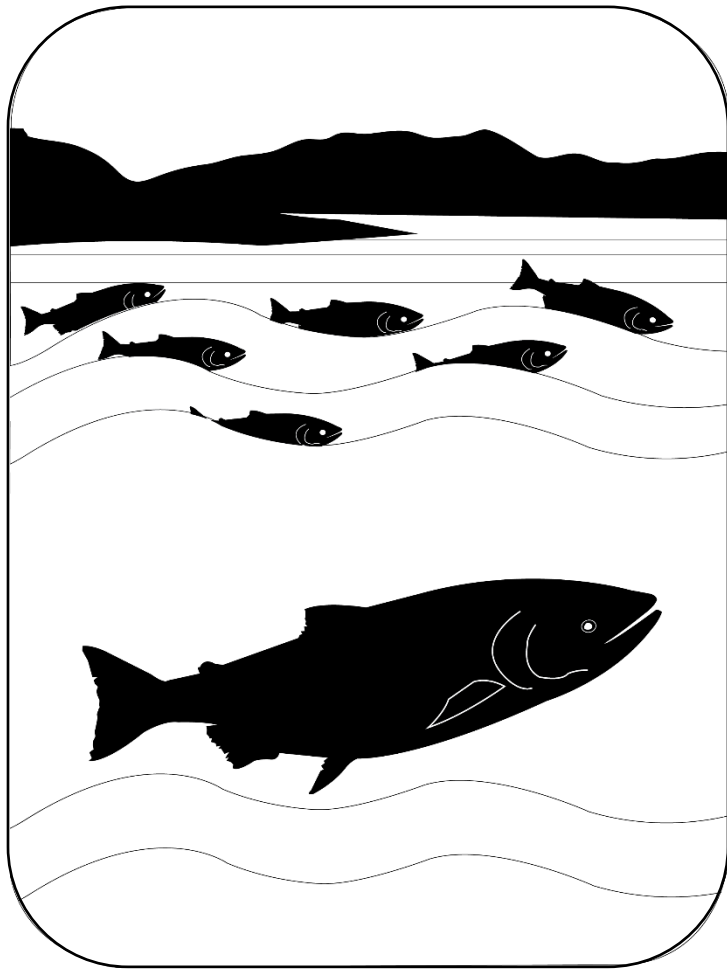
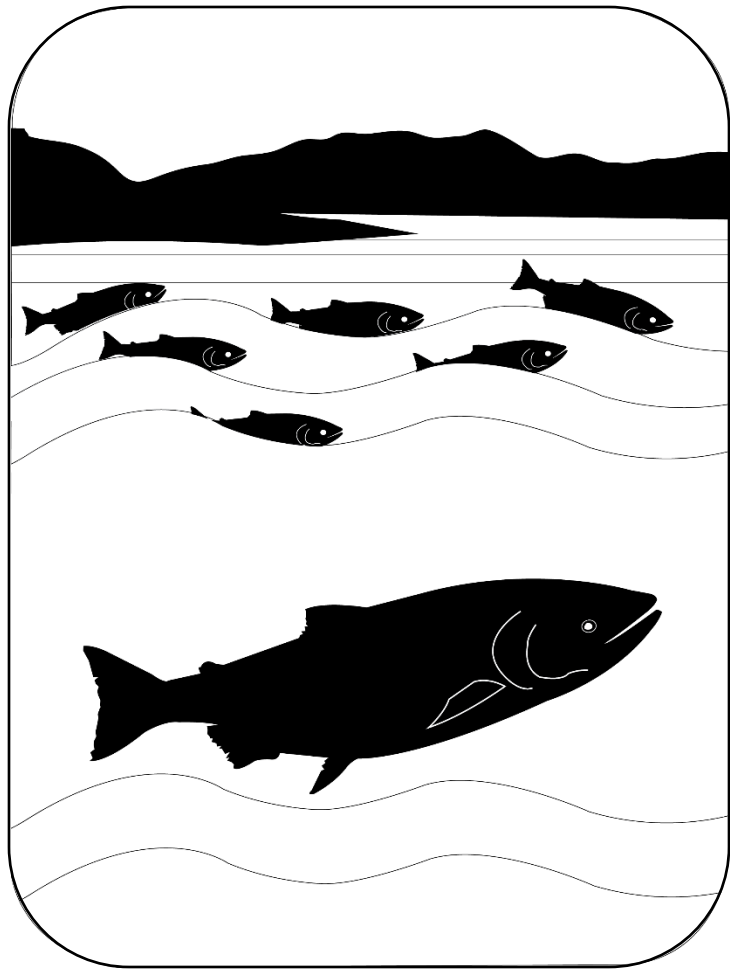
Describe how someone would use these steps to face a challenge.

Making a Plan

Leaders are often in a position to help organize and manage projects that a community or organization wants to accomplish. Leaders learn these skills with practice and experience.

What are the steps to making a plan and keeping the plan on track?

Give an example of how someone could use these steps to complete a project or reach a goal.



Leadership in Action: Advice from Alutiiq/Sugpiaq Leaders

The following quotes are from interviews with Alutiiq and Sugpiaq leaders conducted to inform this curriculum. They are organized by theme. You can use them for discussion with your students by reading the quote and then discussing it. Some initial prompts are here to get you started. Thanks to the following leaders who contributed below: Melissa Silugngataanit'sqaq Marton (Sugpiaq), Joe Delgado (Alutiiq), Gwen Sargent (Alutiiq) and Susan Malutin (Alutiiq). Extension: The quotes in yellow and noted with an asterisk may be for more advanced students.

Topic	Quote/Example	Suggested Discussion Questions
Communication	<p>"Be a good listener, a safe space for questions, allow time for real conversations on little things. When we listen to the personal stories from others, it helps them see us as a regular, approachable person. They get to know us as a person."</p> <p>—Melissa Silugngataanit'sqaq Marton</p>	<p><i>How do you show you are listening to another and that you care about what they have to share?</i></p>
Communication	<p>"I learned to be a leader from my mother and the women around me. They were hard workers, humble, kind and giving. I grew up seeing my Elders. I also learned from working in unhealthy work environments because they taught me how NOT to treat people."</p> <p>—Melissa Silugngataanit'sqaq Marton</p>	<p><i>Who in your community or family do you look up to? How do challenging experiences teach us who we want to be?</i></p>
Communication	<p>"Leaders are kind, good listeners, and are able to communicate with all individuals and show humility." —Gwen Sargent</p>	<p><i>How does someone show humility? Why is humility an important quality for a leader?</i></p>
Communication	<p>"It is important to be able to talk to different people. As a leader I have had to talk to local government people, business people, Federal government people, and community members. Talk to as many people as you can to get more comfortable doing it." —Joe Delgado</p>	<p><i>Are there people you feel more comfortable talking to than others? Are you comfortable speaking in front of people? How could you get more experience, and get more comfortable?</i></p>

Communication	<p>"I saw this quote on social media: 'A true leader inspires with words and actions instead of making people feel bad.' I like that. Take a moment (especially if you are having a strong emotion) before you speak. If you react with emotion, you can hurt people without meaning to."</p> <p>—Joe Delgado</p>	<p><i>Why is it important for leaders to think before responding, especially when feelings are strong?</i></p>
Communication	<p>"Listen to <u>learn</u>, rather than to respond."</p> <p>—Joe Delgado</p>	<p><i>What does it look like to listen to learn? What does it feel like if someone really listens to you when you need it?</i></p>
Communication	<p>"When working with people, accept them for who they are. See their unique skills. Take what they have to offer. Focus on what they say and make it important. Assume the person has something of value to offer." —Susan Malutin</p>	<p><i>How does it change things if you start by assuming the person you are talking to has something important to say? Does it make you listen differently? Practice looking at those around you and noticing their unique skills and gifts.</i></p>
Communication	<p>"I always address people as sir, maam, uncle, or auntie, whichever is culturally appropriate. I do it for everyone from the janitor to the CEO." —Joe Delgado</p>	<p><i>Joe uses these terms when talking with people to show respect, no matter their position or title. Why would he do that? How would this make the person he is speaking with feel?</i></p>
Communication*	<p>"Leaders need to have humility and empathy. Good communication helps resolve conflicts in healthy ways. Leaders need to be able to have tough conversations in a loving way without reprimanding."</p> <p>—Melissa Silugngataanit'sqaq Marton</p>	<p><i>What does humility and empathy look like in a leader? How does this help the leader resolve conflicts?</i></p>
Communication*	<p>"If you find you have 'sideways feelings,' or you 'feel somehow,' it is your responsibility to have a conversation about it with the person shortly after you feel that way. Though it might be a difficult conversation, it creates a better team environment. Don't automatically assume someone had negative intent."</p> <p>—Melissa Silugngataanit'sqaq Marton</p>	<p><i>Share a time you told someone you didn't agree with something they had said. Was it hard to approach them? What went well? What could have been better?</i></p>

Communication*	<p>“Leaders can work with all kinds of people, and handle conflict with ease. They process/think first before responding with strong emotion.” —Gwen Sargent</p>	<p><i>It takes experience to know how to manage conflict with ease. Think about a time you felt strongly but waited to share it until you thought about it first. Think of a time you reacted first, and why it may have been better to wait. Share why it can be important to take time before you respond, especially when strong emotions are involved.</i></p>
Communication*	<p>“Sometimes it is important to get your thought out, because if you don’t speak up, it can be a missed chance you don’t get back. We have been pushed down, so we may assume people won’t listen. But if I think something needs to be said, you know there are others with the same thought. You can be the voice for those who aren’t able to speak.” —Joe Delgado</p>	<p><i>Can you think of a time you wished you had said something, but you missed your chance? What was the feeling you had in the moment? Picture yourself in that moment again, and that you spoke up. How would that have felt? What would help you feel more confident to speak up in the future? What stops you from speaking up?</i></p>
Confidence	<p>“If someone doesn’t treat you well, or you are feeling negative messages, turn it around. Draw on your inner strength rather than letting it beat you down.” —Melissa Silugngataanit’sqaq Marton</p>	<p><i>Share an example of how to turn a negative message around (either from your own thoughts, or something someone told you).</i></p>
Confidence	<p>“Don’t be afraid to use your voice. We need people to advocate for the greater good. Have grace and patience with yourself as you are learning and understand that everyone stumbles.” —Melissa Silugngataanit’sqaq Marton</p>	<p><i>Share a time you spoke up even though you felt shy about it. What was it like? Were you glad you spoke up?</i></p>
Confidence	<p>“Find mentors you look up to, that you can learn from. Listen and adapt what they share with you.” —Melissa Silugngataanit’sqaq Marton</p>	<p><i>What is a mentor? Who in your life could be a mentor to you?</i></p>

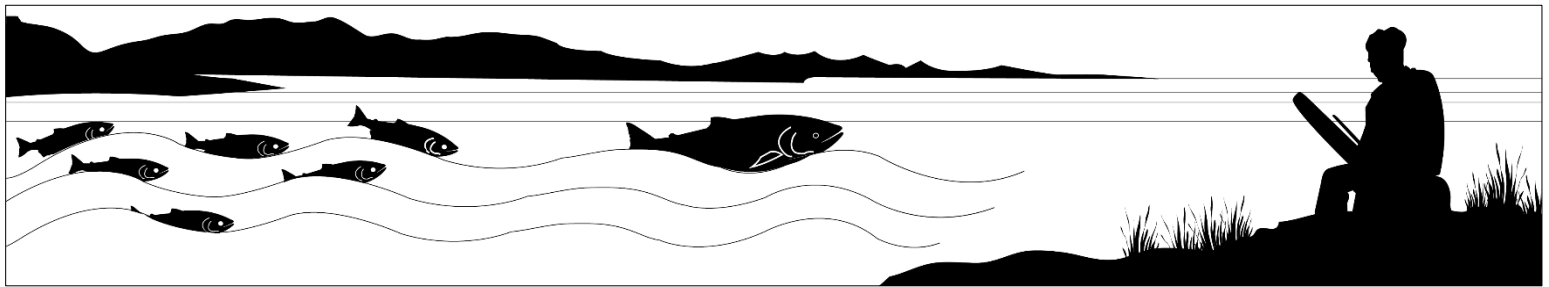
Confidence	<p>"I am a quiet leader, behind the scenes is where my comfort zone is. In any project or effort, there are many parts to do. It is like directing a play. There are many roles, some are on stage, some control the lights, others help with costumes and props. But it takes everyone working together to be successful. You can be bashful and still be a leader. There are many ways to lead." —Gwen Sargent</p>	<p><i>How can a "bashful" person be a leader? What can that look like?</i></p>
Confidence	<p>"To gain experience and grow your skills, reach out to people who are in the job or field you are interested in. Participate in a Job shadow or internship. This way you build skills which leads to confidence." —Gwen Sargent</p>	<p><i>What jobs are interesting to you? How could shadowing a job help you grow your skills? (Job shadowing is when you watch someone do a job you are interested in learning about.)</i></p>
Confidence	<p>"I am a shy person. I have found it helps me to set small goals that get me moving. Little things, like make a call, schedule the appointment...the little steps get you to your goal." —Joe Delgado</p>	<p><i>Give an example of a small task or goal you could accomplish today.</i></p>
Confidence	<p>"Keep moving forward even when you have doubts. Act 'as if' good things will happen, or that you are going to reach your goal. You can create a self-fulfilling prophesy. If you keep a positive outlook, you will notice positive things. If you keep expecting the worst, that is what you may find." —Joe Delgado</p>	<p><i>What does it mean to have a positive outlook? How can you change a negative outlook to a positive one?</i></p>
Confidence	<p>"Say 'I CAN' and don't say 'I CAN'T'. Maybe you won't get something on the first try, but just don't quit. Keep saying 'I CAN DO THIS.' If people don't believe you can do something, tune it out like the breeze going by." —Joe Delgado</p>	<p><i>It can be hard if others don't believe in us, or don't support us. Give an example of how you could change a negative thought or belief to a positive one.</i></p>
Confidence	<p>"It is important to set goals that are attainable. Set yourself up to succeed instead of fail by setting a goal you can achieve." —Joe Delgado</p>	<p><i>How do you know if a goal you have made is "attainable?" How can you break big goals into smaller, more achievable goals?</i></p>

Confidence	“Frame things positively. State things positively. Focus on the positive and look for the positive. If you find your mind saying negative things, reframe them to the positive.” —Joe Delgado	<i>Give an example of how to re-frame a negative thought into a positive one. How does doing this over time change your outlook?</i>
Confidence	“Walk with confidence. Embrace everyone with a confident projection. Hold that confidence. Be grounded and have an attitude of acceptance. Know you have something to give.” —Susan Malutin	<i>What does it look like to walk with confidence, and carry your body in a confident way? How does it feel to be around a confident person? How does it feel when you are confident?</i>
Confidence	“When you walk into a room, picture that you have decorated that room. Find something in the room that you can connect to, and start from there. This will help you feel comfortable and confident in any room.” —Susan Malutin	<i>Practice this advice right now. Look around and find something that you connect with. Picture that this is YOUR ROOM. Your space. Can you feel a difference in your comfort level?</i>
Confidence	“Be self-aware enough to know when you need help and who to go to.” —Joe Delgado	<i>Who can you go to when you need advice or help? Why is it important for leaders to know when they need help or guidance?</i>
Confidence*	“There are times that you will be underestimated, use that to your advantage.” —Joe Delgado	<i>How could it be an advantage to be “underestimated?” Give an example of how you could turn a negative message from someone around to be something that is positive and motivating.</i>
Confidence*	“Leaders are competent, approachable, and can bring people together to discuss things they have in common as well as differences. They have a positive mindset and acknowledge all views. They have empathy for all in their community, and keep a broad view. Leaders are doers, they are ready to get in and get to work.” —Gwen Sargent	<i>Think of a time you helped coordinate or plan something with other people. How did you include other’s ideas in the plan? Think of a time someone else included your ideas in a plan or project, and was a good leader. What did the leader do to make it a good experience?</i>

Confidence*	<p>“It is important we know ourselves well, so we know when we need help. When you get feedback from someone, don’t react or get defensive. Leaders need to be able to take it and hear what is being said. Self-awareness makes it easier to take a suggestion and to see the good first and the bad second. It helps you keep a positive outlook.” —Joe Delgado</p>	<p><i>Though it can be hard to hear, feedback from others helps us grow. Can you think of a time that someone gave you a correction that helped you improve?</i></p>
Confidence*	<p>“Learning to be a leader takes life experience. You can learn from books, and the stories of others. Find mentors who will offer support and encouragement. Have courage and a willingness to move ahead even if it is frightening or unfamiliar. When you overcome challenges, it gives you confidence. It also helps you see the big picture.” —Susan Malutin</p>	<p><i>How can a person gain experience to grow as a leader? How do you learn best (such as from books, from others, from doing)?</i></p>
Goals	<p>“As a leader you may have to make hard decisions. Don’t show favoritism. Work toward a goal that benefits the most people in positive ways.” —Joe Delgado</p>	<p><i>In a community, there will be many opinions. How do you think a leader helps find the way that benefits the most people?</i></p>
Humor	<p>“Humor also helps people connect with you, and puts people at ease. If you can make people laugh, they will respond positively. It helps build respect and credibility. When you can make work playful, it makes it easier to get things done.” —Joe Delgado</p>	<p><i>What is it like to be around someone who enjoys using humor? Why is it important for leaders to know how to use humor? Are there ways leaders should avoid using humor?</i></p>
Humor	<p>“Don’t be so serious. When you are light-hearted and agreeable, it makes work go easier. Even if you are stressed, being light-hearted can put others at ease.” —Susan Malutin</p>	<p><i>How can using humor help in stressful situations?</i></p>

Planning*	<p>“When you are planning, always think of the consequences. Make sure what you are doing is sustainable for the foreseeable future. We have forgotten the faces of our grandfathers, and must preserve our way of life for the future. We need to remember the way our Ancestors lived, and remember where we came from. When we make plans, we need to connect to the bigger picture.”</p> <p>—Joe Delgado</p>	<p><i>When we plan, we need to connect to our values. How can leaders use their values in planning?</i></p>
Values	<p>“You have to take action, and have self-initiative. If the people see you doing what you are asking them to do, then they will respect that. You need to take action that matches your words.”</p> <p>—Joe Delgado</p>	<p><i>What is the difference between a leader who is willing to get in and work alongside the people on their team, versus a leader who just tells others what to do?</i></p>
Values	<p>“Spend time with your Elders. I have been noticing how much we lose with the passing of each Elder. It is like losing a whole library. Listen to their stories. We need to remember our history.”</p> <p>—Joe Delgado</p>	<p><i>Why is it important to spend time with Elders? What are ways you can spend more time with Elders in your community?</i></p>
Values	<p>“I thank everyone for all that they do, people like being recognized for the things they do.” —Joe Delgado</p>	<p><i>Why is it important to show appreciation for others and the work of others when you are a leader?</i></p>
Values*	<p>“Leadership is not about authority and power. It’s the opposite. It creates opportunities to grow and inspire those around you to work together. It is service leadership, a responsibility to empower, grow, and develop those that are around you.”</p> <p>—Melissa Silugngataanit’sqaq Marton</p>	<p><i>Think of a leader you know who helps others to grow. How do they encourage others?</i></p>

Values*	<p>“When we can be in our culture and share in intergenerational knowledge, we learn to give back to others we work with, to volunteer. This gives us a sense of empathy and humility.”</p> <p>—Melissa Silugngataanit’sqaq Marton</p>	<p><i>Why does it help us develop more empathy and humility when we help others?</i></p>
Values*	<p>“When training or meeting, you can use Indigenous values. Use the idea ‘in every chair, a leader’ to encourage a feeling of equality with all of the people there. Every person brings value to a discussion.”</p> <p>—Melissa Silugngataanit’sqaq Marton</p>	<p><i>How does it feel to be in a meeting space where everyone there is seen as someone with something important to share?</i></p>
Values*	<p>“Good leaders inspire others to do more, and then they give credit to the people who do the work. If they get praised for an accomplishment, they share that praise with the people who did the work to achieve it.” —Joe Delgado</p>	<p><i>Why is it important for leaders to give credit to others, instead of taking all the credit themselves?</i></p>



Additional Resources for Teachers

These were resources we found as we developed the curriculum that may be helpful. These links were verified 4-2025.

Expanding the Circle: Respecting the Past, Preparing for the Future: This transition skills curriculum is designed for grades 9–12. Based on work with thousands of American Indian high school and tribal college students, paraprofessionals, teachers, and administrators, the curriculum was created with the strengths and interests of students in mind and included the perspectives of family and community members. Some resources were adapted for use in this Alaska curriculum with permission, as noted. Reference: Ferguson, J. (2020). *Expanding the circle: Respecting the past, preparing for the future* (2nd ed.). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

<https://etc.umn.edu/curriculum/curriculum>

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>

Alaska Cultural Standards

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

<p>A5: 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>A6: Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.</p> <p>A7: 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>D4: Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;</p> <p>D5: Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and</p> <p>D6: Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.</p>	<p>E4: Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;</p> <p>E5: Recognize how and why cultures change over time;</p> <p>E6: Anticipate the changes that occur when different cultural systems come in contact with one another;</p> <p>E7: Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.</p> <p>E8: 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>

Alutiiq/Sugpiaq Values

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”

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>