



Lesson Plan:

My Vision: Native Community Needs

General Information

Grade Level:	8th, 9th, 10th, 11th, 12th grade
Focus Area:	<input checked="" type="checkbox"/> Career Development & Planning <input type="checkbox"/> College Planning <input checked="" type="checkbox"/> Native American Culture
<p>Overview of the lesson: <i>This lesson will focus on exploring the needs of Native American communities and correlating those needs to career options and cultural programs of study. Students will review careers and programs as potential options for their career path.</i></p>	

Targets & Outcomes

ASCA Student Standards Targeted:

Mindsets & Behaviors

- B-LS 1. Critical thinking skills to make informed decisions
- B-LS 2. Creative approach to learning, tasks and problem solving
- B-LS 4. Self-motivation and self-direction for learning
- B-SMS 6. Ability to identify and overcome barriers
- B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
- B-SS 3. Positive relationships with adults to support success
- B-SS 5. Ethical decision-making and social responsibility
- B-SS 10. Cultural awareness, sensitivity and responsiveness

Social and Emotional Learning Competencies Targeted:

- Self-Awareness
- Self-Management
- Social Relationship/Awareness
- Relationship Skills/Management
- Responsible Decision-Making

Student Learning Objectives:

Student(s) will:

- Identify community needs of Native American tribes and communities.
- Correlate community needs to careers that will sustain, build, and empower Native communities.

- Apply careers that support Native American communities to own career considerations.
- List highlighted careers and programs to future considerations.

Materials:

- Access to [Native American Life Today: UNDERSTANDING THE DESTRUCTION](#) (computers, iPads, etc.)
- Students' **My Identity Maps** from the previous session
- **My Identity Map Example**

Lesson Delivery:

<p>Pre-Delivery Preparation:</p>	
<p>Introduction:</p>	<p>When you think of the word “community”, what comes to mind? (Allow students time to offer descriptions and definitions). When you think of the words “Native community”, does that description or definition change? (Allow students time to reflect with one another).</p> <p>While most Native communities have a distinct language, culture, values, and teachings, one element that they all have in common is a sense of community. Native community is a collective of people who come together to sustain, build, and empower one another through culture. Native communities can exist in places like tribal lands, urban neighborhoods, cultural centers, and at powwows.</p> <p>As a person who identifies as Native American, you are included in these communities. Some of you may feel very connected to one or multiple Native American communities, while others may feel somewhat disconnected. Your Native American identity connects you to Native American community.</p> <p>Today, we are going to spend time learning about the needs of Native American communities. Through this exploration, we will be able to conceptualize careers that will sustain, build, and empower Native American communities. This understanding may support us towards our Purpose and career path.</p>
<p>Teach Content:</p>	<p>Native American Community Needs</p> <ol style="list-style-type: none"> 1. Hand back the My Identity Maps to each student.

2. Indicate that we are going to read through an online article called [Native American Life Today: UNDERSTANDING THE DESTRUCTION](#). Support students to access the link to read along with you or to take turns reading the article.
3. Request that while the article is being read and discussed, the students should consider careers that could support Native communities needs. They can use any open space on the back of the sheet to list careers.
4. Read through the article. The following are some career examples. Consider pausing after each section and asking students their thoughts, insights, and career ideas.
 - a. Chapter 1: Educating a Non-Native Audience on Native Americans Today
 - Historians, culture keepers, cultural educators
 - b. Chapter 2: Understanding Historical Trauma for Native American Families
 - Researchers (epigenetics), professors, therapists, counselors, healers
 - c. Chapter 3: Native American Health Disparities Today
 - Doctors, nurses, healthcare, counselors, healers, behavioral health
 - d. Chapter 4: The State of Native American Education Today
 - Grant writers, cultural teachers, language teachers, politicians, policy makers, lobbyists, administrators, knowledge keepers
 - e. Chapter 5: Tribal Land and the Struggle for Native American Tribes Property Rights
 - Policy makers, lawyers, land management, resource management, business and enterprise, agriculture, water rights, engineers, construction, finance
 - f. Chapter 6: MMIW: Missing and Murdered Indigenous Women
 - Advocates, law enforcement, human resources, politicians, law makers, counselors, behavioral health
 - g. Chapter 7: How Native American Youth Overcome Challenges with Hope
 - Cultural and language teachers, youth workers, communications, social media, heritage preservation, museum studies, artists
 - h. Chapter 8: Native American Culture Today
 - Heritage preservation, artists, storytellers, museum curators

	<p>5. Ask students which careers resonate or speak to them upon reviewing this article. Explore that with the students: What is it that spoke to you? Share with me why that is important to you? Do you know anyone in these careers? If so, have they shared insights with you on this need in Native Country?</p> <p>Adding Career Information to My Identity Map</p> <p>6. Hand back the My Identity Maps to each student.</p> <p>7. Review that in the last session, we used the back on the sheet to start to list career and program considerations.</p> <p>8. Ask the students if they listed any careers that they listed coincide with ones outlined in the article. If so, have them place a star next to the career.</p>
<p>Practice Content:</p>	<p>Review Native American Specific Program of Study</p> <ol style="list-style-type: none"> 1. Remind students that most online career searches and information pages do not contain Native specific careers and programs. 2. Have the Career Clusters* & Native American Cultural College Major Matches handout readily available. 3. Provide each student with one page of the handout. Request that they find at least one more career for the page that would support Native communities needs as outlined in the article. 4. Allow time for discussion and sharing. 5. If students find more careers or programs that they would like to explore, have them write the name on the back of their My Identity Map.
<p>Summarize/Close:</p>	<p>Ask student(s) to take a moment and reflect on today's activity silently. After a few moments, ask the student(s) the following reflection questions:</p> <ol style="list-style-type: none"> 1. What is one takeaway you have learned today? 2. How was Native American culture valued (or emphasized, included) today's activity?

Additional Resources

Other Articles to Consider

- [Across a range of measures, Minnesota's American Indians fare worse than other groups. So why isn't it talked about more?](#)
- [The Unmet Infrastructure Needs of Tribal Communities and Alaska Native Villages in Process the Relocation](#)
- [Multiple projects underway for Choctaw Tribe](#)

Notes for future delivery or research:

