



Lesson Plan:

Opening the Circle (Career Path)

General Information

Grade Level:	8th, 9th, 10th, 11th, 12th grade
Focus Area:	<input type="checkbox"/> Career Development & Planning <input type="checkbox"/> College Planning <input checked="" type="checkbox"/> Native American Culture
Overview of the lesson: <i>This lesson will create a space of belonging for Native American groups. Students will begin to learn more about other group members in a culturally inclusive manner.</i>	

Targets & Outcomes

ASCA Student Standards Targeted:

Mindsets & Behaviors

- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
- B-SS 6. Effective collaboration and cooperation skills
- 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:

- Create a safe environment to share ideas within a group setting.
- Share ownership for the cultural learning environment for the group.
- Build rapport among students and foster a productive sharing environment.
- Identify the elements and concept of a dreamcatcher.
- Correlate self as a valuable element of a community via the dreamcatcher concept.

Materials:

- Dreamcatcher coloring sheets found on the internet for each student (<https://coloringhome.com/coloring-page/1703894> is one site to consider)
- Coloring utensils (crayons, markers, colored pencils)
- Jute or other strong string, like yarn
- List of icebreaker questions
- Optional: snacks



Lesson Delivery:

Pre-Delivery Preparation:

- Prior to the first group meeting, meet with students individually to invite them to be a part of the group. Gain appropriate permissions and space to hold the group.
- Color a dreamcatcher coloring sheet of your own for example purposes.

Introduction:

As the students enter the space, welcome them and offer snacks, if appropriate. Provide each student with a dreamcatcher coloring sheet. Encourage students to color while waiting for all group members to arrive. Begin the lesson when all group members have arrived.

Teach Content:

1. Thank the students for their patience and announce that we are going to open our circle by starting our first group session. Have students gather and sit in a circle, either around a table or on the floor.
2. Remind students that the group has been established to support Native American students to gather together and learn more about career planning.
3. Hold up your coloring sheet and encourage others to show theirs to the group. Ask the students if they know the name of the object on the sheet. Ask students if they have ever seen or made a dreamcatcher. Allow the students time to share stories and personal insights. If times permit, review the elements of a dreamcatcher as outlined in Elements of a Dreamcatcher under "Additional Resources".
4. Inform the students that we are going to make our own dream catcher that includes us as pieces of the dreamcatcher.
5. Take the jute by one end and pass it to the left. Ask each student to grab the jute and pass the jute ball to the next person. Continue until everyone is holding on to the jute circle.
6. Indicate that we are going to ask simple "getting to know you" questions. When you receive the jute ball, you can answer the question or "pass" if you do not want to answer. Be sure to hold the jute line that you receive and then gently pass the jute to someone who is not next to you.
7. Model by asking the first question, answer, hold the jute line, and then toss jute to another person. Continue until all students have answered the first question. *NOTE: Sample questions are available with this lesson plan; however, educators are encouraged to create the type of questions that they would like to know about the students.*

<p>Practice Content:</p>	<ol style="list-style-type: none"> 1. Continue asking other questions and tossing the jute ball around to all the members of the circle. A web will begin to develop. 2. At the end of questions or time frame, pass the jute ball one complete time around the circle. Instruct the students to stand while still holding on to the jute lines in front of them. Ask the students to carefully lean back until the dreamcatcher is very taut. 3. Remind students that a dreamcatcher is a web to collect dreams. Inform them that we just made our own dreamcatcher, except this dreamcatcher collects people to create our own community. We are all an important part of the dreamcatcher. We all need one another. 4. While the students are still leaning back, choose one student and ask them to carefully drop their jute and step back. Ask the students what the effect is when one of our dreamcatcher community members is absent from our web... <i>Answer: the dreamcatcher becomes weak, and others have to compensate to get the dreamcatcher to stay tight or taut. We miss that person and need them back.</i> 5. Ask the students “how do we get a member of our community back into the circle to regain our dreamcatcher?” Allow them time to consider options. <i>Answer: Let the member know that they are missed and ask them to rejoin. Emphasize that when one of them is gone from the group, they are missed, and we are not whole. We need one another to make this group effective.</i> Request that the student pick up their jute and rejoin the community. Ask the students what the dreamcatcher feels like at this point (normal, stable, good, etc.). 6. Take an aerial picture of the dreamcatcher and “web” community. The picture can be used as a symbol to reference in the future. Ask students to gently place the jute on the ground.
<p>Summarize/Close:</p>	<p>If time permits and if needed, the facilitator can support the group to create group norms or “rules” (see Additional Resources for ideas).</p> <p>Have students return to a circle. 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	
<i>Dreamcatcher information</i>	<ul style="list-style-type: none"> • Meaning of the DREAMCATCHER (Legends, Symbols, and Purpose of the Dream Catcher) - (https://www.youtube.com/watch?v=WjxwXR9oks) • How The Dreamcatcher Came To Be (https://www.youtube.com/watch?v=NFvZ3bqM8gw) • Ojibwe Dreamcatcher Legend (https://www.wernative.org/articles/ojibwe-dreamcatcher-legend) • Elements of a Dreamcatcher (https://www.theindigenousfoundation.org/articles/dreamcatchers)
<i>Creating Group Norms</i>	<ul style="list-style-type: none"> • Brushy Fork Institute: On setting group norms (https://beraedu.wpenginepowered.com/brushy-fork-institute/wp-content/uploads/sites/38/2016/05/GroupNorms-1.pdf) • Dr. Julie Connor: Create Group Norms that Build Trust: (https://drjulieconnor.com/2018/04/10/create-group-norms/#:~:text=CREATE%20GROUP%20NORMS%20THAT%20BUILD%20TRUST)

Notes for future delivery or research:

JOURNEY™

List of Possible Ice Breaker Questions

1. What is your name?
2. Where are you from/what is the name of your tribal nation?
3. Name one college that you have heard of.
4. If you could have a superpower, what would it be?
5. What is your go to song (favorite)?
6. What did you want to be when you were six years old (career)?
7. What makes you smile?
8. If the zombie apocalypse occurred, which teacher or staff member would you save?
9. Takis or Hot Cheetos?
10. Would you rather pet a shark or stare down a tiger?
11. What is one thing on your bucket list?
12. If you were a Disney character, what would your name be or which Disney character are you most like?
13. What is one interesting fact about you?
14. If you had a free plane ticket to anywhere in the world, where would you go?
15. What is your favorite snack?
16. If you had your own podcast, who would be your first guest to interview?
17. If you could compete in the Olympics, what sport would you compete in?
18. How do you deal with stress/pressure?
19. What does this world need more of?
20. Have you ever been on an airplane?
- 21.
- 22.
- 23.
- 24.
- 25.

JOURNEY™