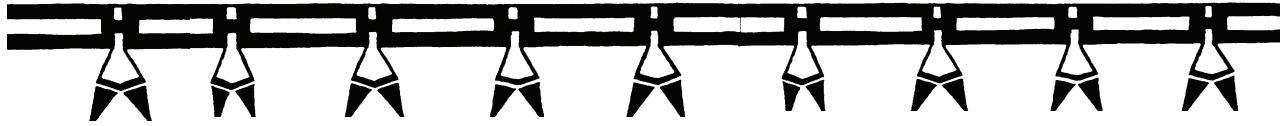


# 6: Goals & Values



## Purpose:

To encourage Native STAND members to examine how the choices they make coincide with their own personal goals, values, and self-concept.

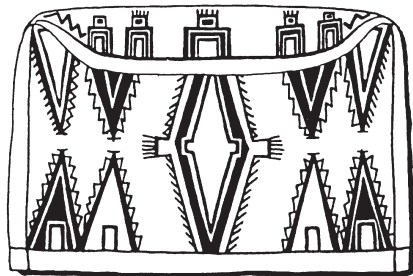
## Stages of Change Process:

Getting information, knowing who you are

## Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Describe how culture helps to define values within a community or family.
2. Define the term “values” for themselves and their communities.
3. Identify three values they learned from their families.
4. Examine their personal values related to sexual matters.
5. Articulate things that matter to them and why.



## Supplies/Materials:

- Masking tape
- Safety pins

## Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Seven Grandfathers	●	●	
Values Voting Handouts	●	●	
Value Voting Signs	●		
How Does Your Family Feel About?	●	●	
Paper Blanket	●		

## Preparation:

- Copy and cut out one paper blanket per peer educator for activity #6
- Display Words of Wisdom

## THINKING AHEAD:

Identify a community health care provider for Session 12 to talk about birth control options for teens

## 1. Welcome/Overview

3-5 minutes, large group, adult facilitator

- Answer any questions in the Question Box
- Read today's WOW

In the absence of the sacred, nothing is sacred - everything is for sale.

Oren Lyons, Onondaga, 1992

## 2. The Seven Grandfathers

10-12 minutes, large group, adult facilitator

- Refer students to the Seven Grandfathers in the PM.
- Ask for volunteers to read the opening paragraph and each of the seven basic principles of the Anishinaabe and discuss how each animal symbolizes an important value held by that Tribe.
- Ask:
  - ◇ How do these values relate to your community? How do they differ?
  - ◇ What are your values? What are your family's values?
  - ◇ How do values impact your decisions?
  - ◇ Do any of your values impact the decisions you make about sex? If so, how?



The Seven Grandfathers

Many Anishinaabe people use seven basic principles to guide how they live. These teachings are known as the Seven Grandfathers.

**Wisdom**

- To cherish knowledge is to know wisdom
- Wisdom is knowing the difference between good and bad and the result of your actions
- Wisdom is given by the Creator to be used for the good of the people

**Love**

- To know love is to know peace
- Love is given freely and you cannot put conditions on it or your love is not true
- When people are weak they need love the most
- You must love yourself in order to love another

**Respect**

- To honor all creation is to have respect
- Respect others beliefs and your own
- You must give respect if you wish to be respected

**Bravery**

- To face the foe with integrity
- In the Anishinaabe language, this word literally means "state of having a fearless heart"

**Honesty**

- To achieve honesty within yourself, to recognize who and what you are—do this and you can be honest with all others
- Always be honest in word and action

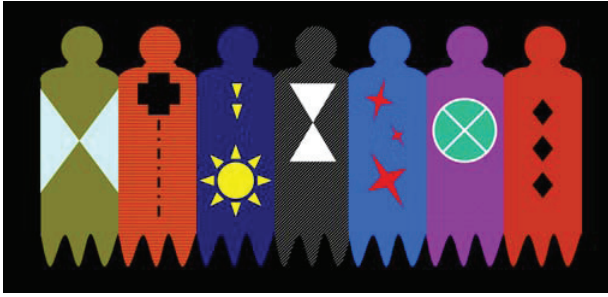
**Humility**

- To know yourself as a sacred part of Creation
- You are equal to others, but you are not better
- Humble yourself and recognize that no matter how much you think you know, you know very little of the universe.
- To think things through carefully and to know your place

**Truth**

- To know all of these things
- Speak the truth; do not deceive yourself or others
- Learn truth, live with truth, walk with truth, speak truth





# The Seven Grandfathers

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### 3. Introduction to Values

*10-12 minutes, large group, adult facilitator*

- Explain that the term “value” has several meanings. One is the actual worth of an object or item, in dollars for example. Another meaning involves a more personal measure of worth, such as how important certain things, beliefs, principles, or ideas are to someone. Different things are worth more or less to different people, meaning they have more or less value. The things, ideas, beliefs, and principles that are of worth to you shape your values. Our values help define who we are and help determine our behavior. Give the following examples:
  - ◇ A man who values family cares about his life partner, his children and his home life.
  - ◇ A person who values beauty may want to live surrounded by art and nature.
  - ◇ A person who values health will have a healthy diet, exercise regularly, avoid drugs, alcohol, tobacco, and will practice safer sex behaviors to prevent pregnancy and STD transmission.
- Ask the following discussion questions:
  - ◇ Where do you think we get our values? (Possible answers: family, religious teachings, culture, friends, media, etc.)
  - ◇ What is a value that your family feels is important?
  - ◇ Which of your values come from your cultural beliefs?
  - ◇ Can you think of a value that someone else has that you do not share? What is it?



## 4. Values Voting

20-25 minutes, large group activity, adult facilitator

- Tape “STRONGLY DISAGREE”, “DISAGREE”, “AGREE”, and “STRONGLY DISAGREE” signs around the room
- Refer students to Values Voting in the PM.
- Tell the students not to put their names on their papers.
- Give them about 10 minutes to go through the list. Encourage them to go with their first instinct and not to overanalyze their choices.
- Ask students to wad up their papers and throw them across the room; they should do this several times to thoroughly mix up the papers.
- Instruct each student to pick up one of the wadded up papers. For this activity, they must act as though or pretend that the answers on the paper they pick up are now their own opinions.
- Read the statements one-by-one. For each statement, the students should position themselves under the sign that corresponds with the response on their paper. (Don’t read through every statement, rather choose the 8-10 you think will be most interesting to see the difference in how students responded.)
- Remind students that they are not here to judge anyone else’s responses. They must be respectful of different views and values.
- Once everyone is in grouped by response, ask a volunteer in each group to explain their position, or why they answered the way they did.
- When you have read through each statement, have the students return to their seats and debrief with them.

Values Voting					
Do NOT put your name on this sheet of paper. Answer as truthfully as you can, but don't spend too much time on any one questions. When you are done, wait for further instructions.					
SD=strongly disagree, D=disagree, A=agree, SA=strongly agree					
1.	Most teenagers should not have sexual intercourse.	SD	D	A	SA
2.	It is OK for two people to have sex if they are in love.	SD	D	A	SA
3.	Having sex is not a big deal.	SD	D	A	SA
4.	People should only have sex if they are married.	SD	D	A	SA
5.	It is okay to have oral sex as long as you are not having intercourse.	SD	D	A	SA
6.	People in same sex relationships should be treated with respect.	SD	D	A	SA
7.	Getting pregnant in high school is not a big deal.	SD	D	A	SA
8.	It is smart to wait to have sex until you are an adult.	SD	D	A	SA
9.	It is cool to use condoms.	SD	D	A	SA
10.	I think that homosexuals are responsible for the AIDS epidemic in the United States.	SD	D	A	SA
11.	I think it should be a crime for anyone infected with HIV to have sexual intercourse without telling their partner.	SD	D	A	SA
12.	I would be uncomfortable eating food prepared by a person with AIDS.	SD	D	A	SA
13.	I think that it is important to educate teens about low-risk alternatives to sexual intercourse, including mutual masturbation.	SD	D	A	SA
14.	Believing that condoms are 100 percent effective in preventing HIV infection gives people a false sense of security.	SD	D	A	SA
15.	I think that giving injection drug users clean needles is a good way to prevent the spread of HIV.	SD	D	A	SA



- ◇ What surprised you about this activity?
- ◇ Were you surprised that not everyone thinks like you?
- ◇ What was it like to defend someone else’s opinion that you didn’t necessarily agree with?
- ◇ Why is it important to respect the values and beliefs of others?

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- |   |    |   |   |    |
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## 5. Family Messages

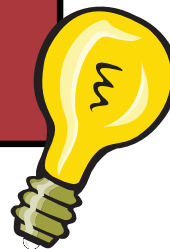
20-22 minutes, large group, adult facilitator

- Introduce activity: As we've seen, values are the qualities, principles, and beliefs we feel strongly about. Different people have different values. It's important to know your values and to live your life according to them. Families are one of the most important and powerful sources of messages about values. People learn their values from their families and pass them on to their children. Tribes and communities are also important sources of messages about values.
- Refer students to "How Does Your Family Feel About . . . ?"<sup>1</sup> in the PM.
- Ask each student to take 5-10 minutes to write down what their family's messages are on each topic. (If time is short you can select which ones they should write about.)
- Divide students into small groups and either assign two topics or ask each group to pick out two topics to discuss. Each participant will share their family's messages on the selected topics.
- When time is up, reconvene the group and ask each to report on their topics
- Lead a discussion.
  - ◇ Were you aware of your family's values on all of these topics?
  - ◇ Are there values in your family that, although no one speaks openly about them, are clear anyway? Which ones? How do you get the message?
  - ◇ What are some of the non-verbal ways your family members communicate their values to you?
  - ◇ Do the men in your family give different messages than the women? On what topics?
  - ◇ Is there a common message(s) among the families in this group?
  - ◇ If you have children, what is one family message that you will want to pass to them? Why?
  - ◇ Is there a family message that you will not communicate to your children? Why?

How Does Your Family Feel About . . . ?	
1.	Getting good grades in school
2.	Being male/female
3.	Having friends that are not Native American
4.	Going out with girls/boys
5.	Going out with people who are not Native American
6.	Using alcohol and other drugs
7.	Making money
8.	Making money selling drugs
9.	Being respected by others
10.	Graduating from high school
11.	Having expensive tennis shoes

### Here's a bright idea!

Ask students to take handouts home and interview at least one family member. Have students report on their findings at the beginning of the next session.



<sup>1</sup> Source: Advocates for Youth, Life Planning Education

## How Does Your Family Feel About . . . ?

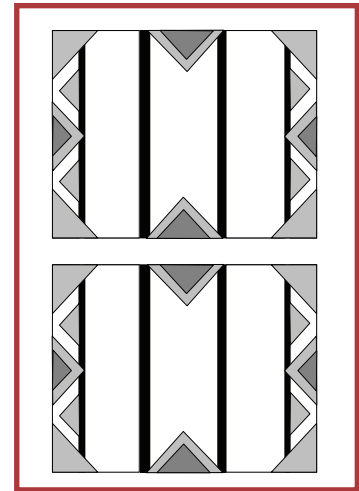
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6. Using alcohol and other drugs
7. Making money
8. Making money selling drugs
9. Being respected by others
10. Graduating from high school
11. Having expensive tennis shoes
12. Having sex as a teenager
13. Using condoms or other forms of birth control
14. Getting a job to help your family
15. Going to college after high school
16. Having children
17. Staying out of trouble with the law
18. Helping others in your community
19. Taking part in tribal ceremonies and traditions
20. Learning your native language



## 6. **The Unraveling<sup>2</sup>**

*15-18 minutes, large group activity, pairs, adult or peer co-facilitator*

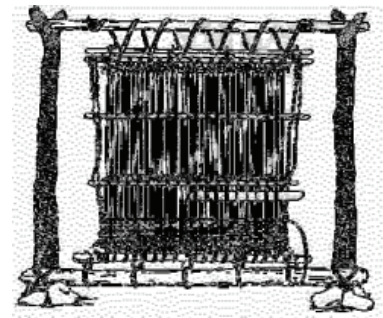
- Make enough copies of the blanket in the RM that each student will have one.
- Ask students to think about three goals they have for themselves and to write one goal in each of the three sections of the blanket. The goals can be short- or long-term, but should be significant (for example, a short-term goal might be graduating from high school; a long-term goal might be going to college.)
- Ask the students to pin or tape their blankets onto the front of their shirts.
- Ask them to walk around the room silently and read each other's goals.
- Ask students to choose a partner and decide who will go first.
- Instruct the first partner to tear carefully the bottom third off his or her partner's blanket. As he or she does this, they should say, "I'm HIV and I'm here to . . ." and they should insert whatever goal they have just torn away. For example, if the one partner's goal was to go to college, the other partner would say, "I'm HIV and I'm here to prevent you from going to college."
- Instruct the partners to take turns doing this until they have gone through both blankets.
- Reconvene the large group and lead a discussion:
  - ◇ What was the meaning of this activity?
  - ◇ How can being infected with HIV prevent a person from reaching their goals?
  - ◇ What is the difference between short- and long-term goals? How does having HIV affect achieving one's short- and long-term goals? (Someone with HIV may not have symptoms for as long as 8-10 years, so they may be able to attain some life goals, but probably not all.)
  - ◇ Explain that there is no way to ever re-create this blanket. Even if they were to re-weave the yarn, it would never look exactly the same as it was. HIV gets into the body and cannot be removed. The body may look the same as when a person was not infected, but the person will probably eventually get ill and show signs of the infection.
  - ◇ Ask students to share how they think getting HIV could interfere with the things they want to do later in life.



## 7. **Closing**

*3-5 minutes, large group, adult facilitator*

- Preview next session: Healthy Relationships - Part 1
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today's session and activities.
- Adjourn.



<sup>2</sup> Adapted from Torn Apart activity from The Educational Aspects of Human Sexuality.

# NOTES

