



Students Together Against Negative Decisions

TEAM BUILDING

Activity Purpose: To foster trust and cooperation and promote a sense of belonging and team spirit among Native STAND members.

Youth will:

- Display an increased level of cooperation when working together.
- Express an increased sense of trust towards each other.
- Voice an increased sense of belonging as a Native STAND member.

Activity Outline	Core Content Components	Instructional Method	Timing
1 Welcome & Overview	<ul style="list-style-type: none">• Collect Consent Forms• Question Box• Words of Wisdom (WOW)	<ul style="list-style-type: none">• Q&A• Cultural Teaching	10 minutes
2 Teamwork & Trust	<ul style="list-style-type: none">• Introduce Topic• Group Brainstorm	<ul style="list-style-type: none">• Mini-Lecture• Brainstorm	5 minutes
3 Man in the Maze	<ul style="list-style-type: none">• Se:he or I'toi Story• Obstacle Course• Activity Debrief	<ul style="list-style-type: none">• Storytelling• Small Group Activity• Large Group Discussion	30 minutes
4 Closing	<ul style="list-style-type: none">• WOW Review & Discussion• Preview Next Session	<ul style="list-style-type: none">• Storytelling• Large Group Discussion	5 minutes

Materials:

- Question Box (QB)
- Cones, flags, tables, chairs, etc. for obstacle course
- Bandanas or other blindfolds
- Group Agreements Flip Chart

Handouts:

- Student Handout 2.0: Man in the Maze

Preparation:

- Transcribe the items generated in Session 1 for inclusion in the Native STAND Group Agreements and print on a large poster.
- Set up obstacle course for Activity #3: Man in the Maze.
- Display Words of Wisdom on board or using a projector.
- Read the questions in the Question Box ahead of time and prepare responses.



1. Welcome & Overview

10 minutes,
Cultural Teaching:
WOW

Collect Consent Forms

If consent forms are required, collect any outstanding forms.

Project on the screen or share the Group Agreements flip chart from the last lesson. Review and make sure everyone in the group are in agreement. Remind youth that you will bring these to each session.

Question Box

Answer any questions in the Question Box.

- Get in the habit of doing this at the beginning of every session, so the students know you really do look in the box for questions and to encourage them to contribute to the box.
- If there are no questions in the QB, you may want to “plant” a few or use some from previous cohorts. This can serve as a review if you want to ask something about a previous session, and it will also get the students used to the idea of the QB and hopefully more comfortable to ask their own questions.

Words of Wisdom

Explain that at the start of every session, you will ask for a volunteer to read some “Words of Wisdom” (WOW) to the group. These are important and meaningful sayings or quotes by many different Native American leaders from throughout Indian Country, some from hundreds of years ago and some from modern times. At the end of the session, ask a volunteer(s) to share with the group what the day’s WOW means to them personally and how they think it relates to today’s session.

Have a student volunteer read today’s WOW.

Facilitator Note

Project the Group Agreements and the WOW on the board or share on a flip chart.

Session 2 WOW



If you have one hundred people who live together, and if each one cares for the rest, there is One Mind.

- Shining Arrows, Crow, 1972



2. Teamwork & Trust

5 minutes, Large Group
Brainstorm

Introduce Topic

- Belonging to a team results in feeling part of something larger than you. As an effective team, you work together for the overall success of the program. The members of a team must trust one another in order to best work together and achieve their goals.

Group Brainstorm

Why is it important for the members of a team to trust one another? Record student answer responses on the board of flip chart. Answers may include:

- To rely on each other to accomplish tasks.
- To be able to communicate freely.
- To be open and honest with each other.
- To trust that others will respect their confidentiality.
- To enjoy their time working together as a team.



3. Man in the Maze

30 minutes, Cultural Teaching: Storytelling, Large Group Discussion

Se:he or l'ittoi Story

Ask for 1-2 student volunteers to distribute the Se:he or l'ittoi (Man in the Maze) story to students.

- Ask a volunteer(s) to read the Man in the Maze (**Student Handout 2.0**)

Obstacle Course

Tell the students that they will work in pairs to go through a simple obstacle course that will represent the Tohono O'odham Man in the Maze. It may include items to walk around, step over, and duck under. We'll have one group of students build the maze and another group that will volunteer to go through the maze in pairs.

- Share the safety statement: This activity will require one of the partners going through the maze to be blindfolded and the other will be providing instructions on how to maneuver the course. The person leading the blindfolded partner will only touch the person they are leading if needed to maintain their safety. Make sure your partner is comfortable with this before getting started. Each person in the pair will have the opportunity to lead and to be led. If you do not want to participate or be blindfolded, that's ok! You can play some of the other roles we have for this activity.
- Facilitator Note: If you have students with physical, intellectual, learning, visual or auditory impairments, check in with them ahead of time to see how you should modify the obstacle course to ensure they can participate the way they would like. If you aren't able to talk to them ahead of time, consider providing a little more information on the roles each participant can play, adding roles to support inclusion or peer assistants to help them fully participate. You may also consider adapting the activity based on other adaptations you currently make. The important thing is that all students can participate to the best of their abilities.
- For those building the maze, you will need to identify 2 students to be the construction engineers building the maze and the rest of the group will provide guidance on how to build the maze. The group will need to work quickly and communicate to build the maze. The materials being used will include:
 - Student backpacks
 - Desks
 - Chairs
 - Optional: Cones, flags or other items provided by the facilitator.
 - Remember to ask permission before using someone's personal belongings.
- Tell the students that when they are leading your partner through the course:
 - Give clear, specific directions.
 - Don't touch, lead by the elbow or hand only if you have to, or use any other methods of communication with your partner other than giving verbal cues.

- Ask for your partner’s consent if you feel you need to lead them by the elbow or hand.
- Tell the students that when they are blindfolded and are being led through the course:
 - Rely on your partner to direct you through the course.
 - Use your listening skills and instincts to get you through the course.
 - Ask for the type of help you need from your partner.
 - It’s ok to slow down if you need to or sit out on this activity if you don’t feel comfortable.
- Activity Roles - Ask students to get into groups of maze builders (who will build the maze) or maze participants (who will go through the maze). All students going through the maze should feel comfortable being blindfolded.
- Ask the maze builders to begin building. Remind them that the maze should be safe to go through without needing to jump or anything else that might hurt their participants.
- Divide maze participants into pairs and distribute one bandana to each. Tell them to decide who will be blindfolded first and discuss how they will communicate to get through the maze.
- Before getting started with the maze, ask a few of the maze builders (3-4 students) to position themselves along the course and provide wrong instructions/directions as participants are going through the maze. Provide examples such as: Go left/right, turn around, stop, duck down.
- Once all teams have gone through the course once, have them switch roles. If you don’t have time for all groups to go, ask for volunteers from groups. While they are transferring the bandana, have them in a place where they cannot see the course. Ask the maze builders to make several modifications to the course so that it is not identical for the other partner.

Activity Debrief

When both partners in the pairs have completed the course, call everyone back into a large group to debrief. Select a 2-4 of the questions below to discuss:

- What did you think about that activity?
- What feelings did you have when you were blindfolded? Were you scared, nervous, confident? Did you feel safe?
- What feelings did you have when you were guiding your blindfolded partner? Did you feel overly protective? Not protective enough? Did you feel responsible for your partner?
- How did the guiding partners do? What did they do that was helpful? What could have been more helpful?
- What could the guiding partner have done to make you feel more comfortable or safer?
- How did the blindfolded partners do? What was it like being a guiding partner? Did they listen to and follow instructions?
- How did you feel when you heard other people giving your partner wrong instructions?
- For the maze builders, what was the process like to build the maze? What worked or didn’t work?
- How does this exercise relate to the Tohono O’odham legend of the Man in the Maze and the meaning of the maze?
- Why do you think we did this activity? (Have fun, get to know each other, develop trust, etc.)
- What is something new that you learned about your partner during this activity?
- How do you think you would feel talking about personal things in front of each other? Any different than before the activity?

- This figure is called Se:he or l'itoi ("Big Brother") in the Tohono O'odham language. He is shown at the top of a labyrinth, or maze, and is often referred to as the "Man in the Maze".
- For the Tohono O'odham out of Arizona, the symbol represents a person's journey through life. The twists and turns represent choices made in life; with each turn, man becomes more understanding and stronger as a person. In the middle of the maze, a person finds his/her dreams and goals. At the center (the last turn in the design), man has a final opportunity to look back upon his or her choices and path before passing to the next world. (Several other tribes that are related to the Tohono O'odham use the same or a similar symbol, sometimes with a slightly different interpretation.)
- Here is how Alfretta Antone, a member of the Salt River Pima-Maricopa Indian Community, a Tohono O'odham tribal member, sees Se:he and the maze:

Student Handout 2.0: Man in the Maze



"Elder Brother lived in the maze ... and the reason why he lived in the maze was because... I think how I'm gonna say this ... magician or oh, medicine man that can disappear, and that can do things, heal people and things like that ... that was Elder Brother ... Se:he ... they called him ... he lived in there ... but he had a lot of enemies so he made that, and to live in there people would go in there but they couldn't find him ... they would turn around and go back.

"But in real life ... when you look at the maze you start from the top and go into the maze ... your life, you go down and then you reach a place where you have to turn around ... maybe in your own life you fall, something happens in your home, you are sad, you pick yourself up and you go on through the maze ... you go on and on and on ... so many places in there you might ... maybe your child died ... or maybe somebody died, or you stop, you fall and you feel bad ... you get up, turn around and go again ... when you reach that middle of the maze ... that's when you see the Sun God and the Sun God blesses you and says you have made it ... that's where you die.

"The maze is a symbol of life ... happiness, sadness ... and you reach your goal ... there's a dream there, and you reach that dream when you get to the middle of the maze ... that's how I was told, my grandparents told me that's how the maze is."

Source: *The Salt River Pima-Maricopa Indians* by Dr. John Myers and Dr. Robert Gryder. Published by Life's Reflections, Inc. 1988.

5. Closing

5 minutes, Large Group Discussion

- Tell the students that the activity you just did is based on a story from the Salt River Pima-Maricopa tribe.
- Ask a volunteer to read today's WOW.

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- Shining Arrows, Crow, 1972

- Ask a volunteer to share what the words means to them personally and how they think the WOW relates to today's session.
- Ask every student to use a notecard or sticky note to write a reflection, comment or question and submit it to the question box before leaving.
- Preview next session: "Acting Out": In our next session, we'll introduce you to improvisation techniques to help us prepare for role plays later in the program.
- Adjourn.

**Native
STAND**

Students Together Against Negative Decisions