



# OUR VALUES

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

**Youth will:**

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

Activity Outline	Core Content Components	Instructional Method	Timing
<b>1 Welcome &amp; Overview</b>	<ul style="list-style-type: none"> <li>• Question Box</li> <li>• Words of Wisdom (WOW)</li> </ul>	<ul style="list-style-type: none"> <li>• Q&amp;A</li> <li>• Cultural Teaching</li> </ul>	5 minutes
<b>2 Introduction to Values</b>	<ul style="list-style-type: none"> <li>• Introduce Topic</li> <li>• Where do Values Come From?</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture</li> <li>• Large Group Discussion</li> </ul>	5 minutes
<b>3 The Seven Grandfathers</b>	<ul style="list-style-type: none"> <li>• Seven Grandfathers Story</li> <li>• What are Values?</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Large Group Discussion</li> </ul>	10 minutes
<b>4 Values Voting</b>	<ul style="list-style-type: none"> <li>• Values Voting Worksheet</li> <li>• Values Voting Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Worksheet</li> <li>• Large Group Activity &amp; Discussion</li> </ul>	15 minutes
<b>5 Messages from Relatives</b>	<ul style="list-style-type: none"> <li>• How Do Your Relatives Feel About? Worksheet</li> <li>• Family, Culture, Personal Values Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-Lecture Worksheet</li> <li>• Large Group Discussion</li> </ul>	10 minutes
<b>6 Closing</b>	<ul style="list-style-type: none"> <li>• Q&amp;A</li> <li>• Preview Next Session</li> <li>• WOW</li> </ul>	<ul style="list-style-type: none"> <li>• Q&amp;A</li> <li>• Mini-Lecture</li> <li>• Cultural Teaching</li> </ul>	5 minutes

### Materials:

- Question Box (QB)
- Facilitator Resource 6.0: Values Voting Question Notes
- Facilitator Resource 6.1: "Agree" "Disagree" Signs
- Masking Tape to hang agree/disagree signs
- Pencils/pens

### Handouts:

- Student Handout 6.0: Seven Grandfathers (can use projector to reduce printing)
- Student Handout 6.1: Values Voting Questions
- Student Handout 6.2: How Do Your Relatives Feel About?

### Preparation:

- Display Words of Wisdom (WOW) on board or projector.
- Review Question Box Questions and prepare responses.
- Print handouts 6.0 and 6.1.
- Optional: Print Seven Grandfathers story or use projector to reduce paper copies.
- Print Agree/ Disagree signs (Facilitator Resource 6.1).
- Review Facilitator Resource 6.0.



# 1. Welcome & Overview

5 minutes,  
Large Group

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



*Learn, preserve, and be proud of the  
Native way of life.*

- Bristol Bay Yup'ik Value

*Consortium "Culture Is Prevention" Healthy Native Youth CoP in Feb 2021 slide deck.*



## 2. Introduction to Values

5 minutes

### Introduce Topic

- 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 person who values family cares about their life partner, their children and their home life.
  - A person who values beauty may want to live surrounded by art and nature.
  - A person who values health will make healthy choices for themselves and actively pursue a healthy lifestyle.

### Where do Values Come From?

- 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?

- Today we are going to be talking about values and how they relate to our lives.



## 3. The Seven Grandfathers

10 minutes

### Seven Grandfathers Story

- Refer students to Student Handout 6.0: Seven Grandfathers.
- Ask for volunteers to read the opening paragraph and each of the seven basic principles of the Anishinaabe.

### What are Values?

- Break students into 7 groups and assign each group one teaching. For small groups of students, you can assign 1-2 values per group. Ask them to discuss the 7 Grandfathers teaching for their group. Have students discuss how each teaching represents an important value held by that Tribe and how do these values relate to your community?
- 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?

## Student Handout 6.0: 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”.
- To do what is right even when the consequences are unpleasant or you may get hurt.

### 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.
- Be honest first with yourself, and you will more easily be able to be honest with others.

### Humility

- To know yourself as sacred, part of a greater purpose.
- 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.



## 4. Values Voting

15 minutes,  
Large Group Activity

- Tape “DISAGREE” and “AGREE” signs (Facilitator Resource 6.0) around the room.
- Refer students to Student Handout 6.1: Values Voting handout.
- Tell the students not to put their names on their papers.
- Give them about 5 minutes to go through the list. Encourage them to go with their first instinct and not to overanalyze their choices. There are no wrong answers.
- Instruct students to get into a circle and bring their papers with them. Students will take their paper, wad it up, and throw into a basket. Once all papers are in, swirl them around to mix them up.
- Instruct each student to pick up one of the wadded up papers. Tell them that for this activity, the answers that you have on your paper are not necessarily your opinions, but for this activity, each of you will represent the values on this sheet so we get a sense of the values we have in the room.
- 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 a few you think will be most interesting to see the difference in how students responded.)
- Remind students of their group agreements and that they are not here to judge anyone else’s responses. They must be respectful of different views and values.
- Once everyone is grouped by response, ask a volunteer in each group to explain their position, or why someone might have answered the way they did. Take at least one response from each group.
- When you have read through a few statements, have the students return to their seats and debrief with them.
  - 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?

## Student Handout 6.1: Values Voting Questions

Do not put your name on this page. Answer honestly, move quickly and go with your gut. When you're done, put your pencil down and look up.

D = disagree    A = agree

1.	Most teenagers should not have sexual intercourse.	D	A
2.	It is OK for two people to have sex if they are in love.	D	A
3.	People should only have sex if they are in a committed relationship.	D	A
4.	It is okay to have oral sex as long as you use protection.	D	A
5.	Getting pregnant in high school is not a big deal.	D	A
6.	If you have sex, it is important to use condoms.	D	A
7.	HIV/AIDS is an issue in my community.	D	A
8.	I think it should be a crime for anyone infected with HIV to have sexual intercourse without telling their partner.	D	A
9.	It's important to get tested for STDs/STIs and HIV if you are sexually active.	D	A
10.	I think that it is important to educate teens about low-risk alternatives to sexual intercourse.	D	A
11.	Believing that condoms or birth control are 100% effective gives people a false sense of security.	D	A
12.	I think that giving injection drug users clean needles is a good way to prevent the spread of HIV.	D	A
13.	I think teenagers can have healthy romantic relationships	D	A



**Facilitator  
Resource 6.0:**  
Values Voting  
Question  
Notes

**NOTE:**

For question 5, even if unplanned pregnancy happens, it doesn't have to deter your life or goals, rather it may just mean you have to shift to a new reality.

**NOTE:**

For question 8, although some state law regarding intentional transmission of HIV/AIDS can be deemed as negligent acts of harm (check your state laws), some people may be unaware that they are infected with the virus and continue to spread it to their partners.

**NOTE:**

For question 10, Consider digital (online) sexual activity as something youth may see as "safe". This may spark good conversation about what "low-risk" activities are!

**Facilitator  
Resource 6.1:**  
Agree/ Disagree  
Signs

Page 10

AGREE

**DISAGREE**



## 5. Messages from Relatives

10 minutes,  
Large Group

### 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. Relatives, which can be our families or our chosen/acquired families- including trusted peers, are one of the most important and powerful sources of messages about values. People learn their values from their relatives and pass them on to the children in their lives. Tribes and communities are also important sources of messages about values.
- Refer students to the Student Handout 6.2: "How Do Your Relatives Feel About?".
- Ask students to get into pairs or groups of three, then take 5 minutes to discuss their relatives' messages on the topic of their choice.
- Give youth a warning to be sure both people in their pairs have had an opportunity to share at 2.5 minutes and then a 1-minute warning before time is up. Ask for volunteers who want to share what they discussed (both people should be ok with sharing).

Pick two to four of the question below to discuss as a full group.

- What values do your relatives have that, although no one speaks openly about them, are clear anyway (such as if they do not want you to date but have never told you that)?
- What are some of the non-verbal ways your relatives communicate their values to you (such as affection, giving "the look" to let you know they don't like what you are doing or disagree, text messaging with emojis or memes, hand gestures)?
- How are messages given to people of different genders?
- What are some of the common values or messages shared in this group that come up so far?
- What is one message that you will want to pass to your younger relatives some day?
- How do our Family, Culture, Personal Values incorporate into your future planning?
- How do the values contribute to being a peer advocate?



## Student Handout 6.2:

### How Do Your Relatives Feel About?

- Earning good grades in school
- Having friends that are not Native
- Dating as a teenager
- Dating people who are not Native
- Using alcohol and other drugs
- Earning money
- Selling drugs for money
- Being respected by others
- Graduating from High School
- Having expensive shoes or clothing
- Having sex as a teenager
- Using condoms or other forms of birth control
- Getting a job to help your family
- Going to college after High School
- Pregnancy while in High School
- Following laws and rules
- Helping others in your community
- Taking part in tribal ceremonies and traditions
- Learning your Native language



## 5. Closing

5 minutes

- Preview next session: Healthy Relationships - Part 1. Let students know that in the next session we will begin to learn about the spectrum of Healthy Relationships.
- Direct the students' attention to the Words of Wisdom. Ask a volunteer to read the words and to share with the group what those words mean to them and how they relate to today's session and activities.



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- Thank students for participating and adjourn.

# Native STAND

*Students Together Against Negative Decisions*