



Tribe Pride

April 2, 2018

Students Will Be Able To

- 1. Verbalize the importance of a network of trusted adults and peers*
 - 2. Self-assess their own network, identifying where it can be improved*
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Materials

Introduction

The reason we started Tribe Time in the first place was primarily to ensure that every student had a trusted adult in the school. It expanded to include other important things like career planning, character education, and academic conditioning, but the network of trust within the school has always been our primary goal. The end of the school year gets a bit crazy, so this is our chance to reflect on the networks we've created – hopefully helping you recognize what you've built as a tribe, and how that can continue to help you even after you move on to another grade, another school, or life after school.

Activity 1: It's Who You Know

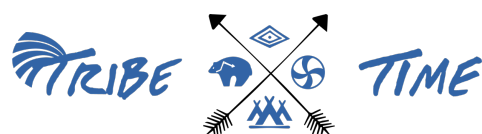
Students will reflect on what they've learned about each other as individual tribe members by mapping out their tribe as a social network. This activity emphasizes the importance of realizing that you know a lot of people you can lean on in the future if you need to.

Activity 2: Lean on Me

Using the song by Bill Withers as a reference, students will identify why we need social networks and how we can help as part of the social network.

Activity 3: The Island

Students will be read a scenario that places them on a deserted, tropical island. They will have to come up with roles for everyone, tribal laws, etc. The emphasis should be on how it's easier to survive with a network than alone.





Activity 1 – It's Who You Know

Part 1: The Map

Have students take out a piece of paper and write their name at the center – not very big – and beneath their name, one thing about them that makes them likeable. Some examples could be:

- Easy to talk to
- Like to joke around
- Trustworthy
- Good listener
- Always kind

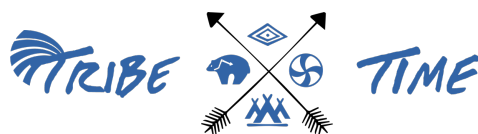
Once they have the one trait they feel most defines them as part of a social network, have them draw a circle around their name and trait. Give them a few minutes to go around the room and get the name and trait of every other tribe member. They can write these wherever they want on the page, but should do so leaving enough room to write everyone's name. This should include the teacher/Tribe Chief.

After they've all finished, have them take a moment and connect every circle on their page to their own circle. Take a moment as a class to talk about the importance of being connected, and about how important it is that students feel comfortable going to each other and the teacher in the future if they need help. Emphasize that this doesn't mean we want them to be counselors or anything. Just someone they can reach out to. Someone who has their back and can get them help if they ever need it.

Part 2: The Network (Optional)

Find something large and heavy in the room that can be safely lifted by one person, and another that can only be lifted by a lot of people, but not just one. Have one student who thinks they are strong come up and try to lift the first object. If they succeed, have them then try to lift the second object. When they are unable to do so, have them choose someone else in the class to come up and help them. Continue to add students until they are able to lift the object.

Take a moment to ask students how this might relate to life for them going forward. They won't be in the same tribes next year, so how can they make sure they maintain the network they've built this year? As appropriate, have them take time to talk about possible scenarios where their tribe network from this year might help them next year.





Activity 2: Lean on Me

Have students flip over their map from Activity 1 and draw a vertical line down the middle. On one side, have them title it 'Why We Need It' and the other 'How We Help'. Play the song, [Lean on Me by Bill Withers](#) and have them write down things from the song that fit in either column. The lyrics of the song can be found below:

*Sometimes in our lives we all have pain
We all have sorrow
But if we are wise
We know that there's always tomorrow*

*I'll help you carry on
For it won't be long
'Til I'm gonna need
Somebody to lean on*

*Lean on me, when you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long
'Til I'm gonna need
Somebody to lean on*

*You just call on me brother, when you need
a hand
We all need somebody to lean on
I just might have a problem that you'll
understand
We all need somebody to lean on*

*Please swallow your pride
If I have things you need to borrow
For no one can fill those of your needs
That you won't let show*

*If there is a load you have to bear
That you can't carry
I'm right up the road
I'll share your load*

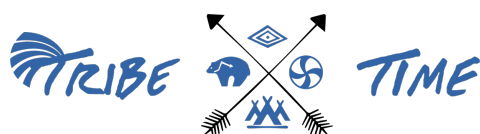
*You just call on me brother, when you need
a hand
We all need somebody to lean on
I just might have a problem that you'll
understand
We all need somebody to lean on*

*If you just call me (call me)
If you need a friend (call me) call me uh
huh(call me) if you need a friend (call me)
If you ever need a friend (call me)
Call me (call me) call me (call me) call me
(Call me) call me (call me) if you need a
friend*

*Lean on me, when you're not strong
And I'll be your friend*

*(Call me) call me (call me) call me (call me)
call me (call me) call me (call me)*

Once the song finishes, have students compare notes with another tribe member. As a pair, have them keep writing to find things that are reasons we need a social network and how we help as part of that social network. Have each pair share what they find with the whole class.





Activity 3: The Island

Read the following scenario to the tribe and have them try to complete it. As chief, let it go wherever it goes without interfering, but leave enough time to discuss what they come up with afterward.



The Scenario

Your tribe was chosen by the president of the United States to represent the U.S. at an international youth convention in Australia. You get a private jet to take you, free drinks and snacks on the plane, and are going to be living a life of luxury the whole time you're in Australia.

Unfortunately, while flying over the ocean on your return trip, your plane – Oceanic Flight 815 – crashes on a deserted, tropical island. All of you survive except your teacher. You quickly realize that life on the island is dangerous and that the food from the plane will run out in a day or two. You must elect a new chief and establish roles for all tribe members and a set of laws you all agree to live by before the Smoke Monster gets you or you run out food.

(Note: As an observer, you can play the role of Smoke Monster to ensure rules of the tribe – and school – are followed and eliminate tribe members who break them.)

Debriefing

Talk about the activity as a class, focusing on the aspects of group survival over individual goals and agendas. As much as possible, let kids draw the conclusions wherever possible. Ensure they realize that life is much like The Island, with pitfalls, tribal law, etc. that is easier to weather as a group than alone. Have them talk about things in their own life that are easier to handle together than alone.

