

Transition: Post-Secondary Readiness for High School Exceptional Students Using Diné
Philosophy

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The purpose of the curriculum is to utilize the foundations of Navajo philosophy, *Nitsáhákees* (Thinking), *Nahat'á* (Planning), *liná* (Life) and *Siihasin* (Future endeavors) in daily transition skills for high school junior students with an Individual Education Plan. The curriculum will focus on students' identifying their strengths, their interests and applying the transition services towards their post-secondary goals. Transition services are to prepare and provide Exceptional Students to transition towards post-secondary readiness. Daily standards utilized thinking, planning, livelihood and future endeavors from the Navajo teachings with the transition skills. The curriculum will consist of journal entries, post-secondary pathways research, life skills, weekly group counseling and utilizing the foundations of Navajo culture. The curriculum will include daily Navajo vocabulary, the English translation to the Navajo word and the transition skill it pertains to. Implementing Navajo traditional aspects with each lesson, the students will explore areas of their interests and strengths to build a goal that is relevant to themselves for their post-secondary transition.

Keywords: Transition. Diné Philosophy. Exceptional Student Services (ESS). Individual Education Plan (IEP). Many Farms High School (MFHS).

This curriculum is to bridge the connection of Navajo philosophy teachings and transition skills for Navajo ESS high school juniors. The curriculum focuses on encompassing the essences of *Nitsáhákees* (Thinking), *Nahat'á* (Planning), *liná* (Life) and *Siihasin* (Future endeavors) from the Navajo philosophy, and aligns with the daily transition services standards. Each ESS student has an Individual Education Plan that requires a transition plan of action for their post-secondary attributes. Transition classes provide life skills, community involvement, and transition services that will help the student create their foundation of a transition plan for their pursuit in post-secondary goals.

Context

At Many Farms High School (MFHS) the Exceptional Student Services (ESS) department works to provide services to students with a disability. Many Farms High School had an overall student population of 350 students, 10% of the total population are students with a disability. The high school is located in Many Farms, Arizona which is 17 miles North of Chinle, Arizona. It is located in the Central part of the Navajo Reservation. Many Farms High School serves 9th through 12th graders locally, it includes a residential dormitory on campus. The primary ethnicity of the students is Navajo.

Within the department, MFHS ESS has a school counselor who creates strong rapport amongst the students with a disability. Each student with a disability is required to have an Individual Education Plan (IEP) that specifies towards the student's post-secondary path including a transition plan. Included in their transition plan are resources they will utilize throughout the school year. These transition plans include ESS students partaking in classes that the student will need for graduation. These plans are discussed and met with the team members, including the student's teachers, parents or guardians, and the ESS department and staff. Each plan is unique to each student highlighting their needs and ways to provide the student with the utmost opportunity and support in their high school education to prepare the student for post-secondary

readiness. The team members highly encourage the ESS students to explore their personal goals that will help them in the classroom and after graduating from high school.

The ESS School counselor grew up locally, in Round Rock, Arizona, who also attended MFHS. A former graduate of Many Farms High School, the ESS School counselor decided to come back to the reservation (home) to work with the ESS department. She started working with students with a disability and wanting to give back to the community. Growing up on the reservation and attending the same high school (currently working at), the ESS school counselor has the experience and knowledge of the cultural aspects that align with the Navajo philosophy. The ESS School Counselor has had personal experience incorporating *thinking, planning, livelihood and future endeavors*. Navajo philosophy is not just for special occasions. Every day is a chance to use the teachings with daily tasks. With this in mind, the ESS School Counselor decided to create a separate class for junior ESS students to provide them their transition services. Alongside transition services, the standards for the day were in congruence with *Nitsáhákees, Nahat'á, Iiná* and *Siihasin*.

Rationale

Each ESS student has a transition plan according to their IEP. This transition plan is to help the student have access to resources, be provided information, and have a better understanding of what they would like to do after high school. It is for the student to comprehend who they are as an individual and how MFHS transition classes could guide them towards college and career goals that relate to their interests and strengths. ESS students will utilize the Navajo philosophy daily in their transition class during their junior year. The four aspects of Navajo philosophy are, *Nitsahakees* (Thinking), *Nahat'a* (Planning), *Iiná* (Life) and *Siihasin* (Future endeavors) which will connect students with their transition plan and will be the core of their post-secondary. This core foundation, will be incorporated every day at the beginning of class where students will write in their journal, be on a routine, and have access to Navajo teachings with transition skills.

The ESS students at MFHS meet with the transition specialist (provided by ESS School Counselor or ESS Transition Specialist) once a week starting their 9th grade year through their 11th grade year. Their senior year, ESS students had their transition services incorporated through a transition class that was on their class schedule. The ESS School Counselor noticed that there were gaps with transition services being provided daily during their senior year and it was not enough time for students to create a post-secondary plan of action for themselves. This curriculum added another transition class for the ESS juniors to receive daily transition services and gives the students more time to prepare themselves, be provided more support, and have resources available and to establish their transition plan.

The curriculum will utilize Navajo philosophy with transition skills and allow the students to gain access to Thinking, Planning, Livelihood and Future Endeavors with self-confidence and an understanding of their post-secondary goals. Wilson Aronilth, Jr mentioned the importance of Diné Philosophy, “It can give students the ability to set objectives and goals of life, because if this is not accomplished, we lose our own education” (1994). The use of Navajo philosophy while incorporating transition skills gives students the chance to learn about themselves and what

they would like to do post-secondary. By their senior year, they will already have a foundation of what their strengths and interests are and to continue their transition goals for post-secondary.

The Navajo philosophy of Thinking, Planning, Livelihood and Future Endeavors as the transition services standards will be written daily by the students in their journal. Along with the daily standards, students will be given daily Navajo vocabulary words, the English translation and the transition services the word relates to. The students will have daily journal prompts. Students will explore transition services with resources, have an understanding of themselves and create their transition plan they will follow towards their post-secondary goals. The curriculum will blend Navajo teachings with modern tools to create a foundation for the Navajo ESS Students to relate with. The curriculum will address the need of continuing the learning realm of Navajo philosophy of *thinking, planning, livelihood* and *future endeavors* daily as ESS students have firsthand experience with their transition plan and goals.

Many Farms High School ESS department transition services are provided to all ESS students. From observation, seniors who received daily transition skills were likely to utilize resources for their post-secondary readiness. The students built their confidence and felt well prepared after graduating. Sherrie A. Bosse, Kelly Duncan, Susan C. Gapp and Lisa A. Newland conducted a study and found a commonality in their interviews, “Across all interviews, resilience, self-confidence, and self-motivation emerged as necessary characteristics for postsecondary success” (Bosse et al., 2011). Getting ESS students acquainted with transition skills early on in their high school years can help them explore their interests and have confidence to go forward with their post-secondary goals. Rather than waiting until their senior year, ESS juniors will have the foundation of Navajo philosophy utilized daily with the transition skills to motivate them to create a strong transition plan that aligns with who they are as an individual. Presenting this curriculum to ESS students using Navajo philosophy at the core with their daily transition skills, can support them with their personal post-secondary goals by *Nitsáhákees* (Thinking), *Nahat’á* (Planning), *Iiná* (Life) and *Siihasin* (Future endeavors).

Karen L. Applequist, Rachel Mears, and Roxanne Loyless explored similar aspects of Native American students and their transition success post-secondary and found that teachers that provided support and direction helped students with disability reach their goals and were able to have specific skills that led to post-secondary success. (Applequist et al., 2009). At the end of the semester, MFHS ESS Junior students will have their transition plan and understand the values of Diné Philosophy for post-secondary readiness.

Topic Summary

Students with a disability are required to have a plan included in their Individual Education Plan (IEP) to prepare the students towards their post-secondary goals. Transition services are offered to students with a current and active IEP as early as 16 years old. This transition plan is unique to the student’s goals and aspirations on what they envision for themselves as an individual. The transition services are weekly services the students receive. In previous years, the seniors were the only group that received transition services daily through a class setting. The students who have an IEP meet with the team members, along with their IEP goals, the Exceptional Student Service (ESS) school counselor, case manager and the transition specialist establish a foundation

for the student with a disability to implement their transition goal. Their transition plan aligns with their interests and their strengths. This transition goal continues with the student and stays current and is renewed every year at the student's annual IEP meeting.

Currently, the junior and senior cohorts receive transition services daily. This allows for transition skills to be given directly to ESS students, and gives the student additional time to work on their transition plan for their post-secondary aspirations. The ESS student explores and creates connections with services that will help them with resources and tools to guide them towards meeting their needs, wants, and the steps for the students to take for post-secondary readiness. The transition class offered to the ESS juniors will be conducted differently, it will include the Navajo philosophy in addition to the transition skills. There is a gap, there is no cultural relevance for Navajo students to receive transition skills. The curriculum will focus on integrating Diné philosophy with transition services for each ESS student to meet their goal.

Establishing a transition plan for a student with a disability requires a team effort. This transition plan is created to ease the process from post high school. To bridge the gap, high school students will receive transition services daily, use Diné philosophy, apply real world experiences to make it relevant to the ESS students who are Navajo. This also eliminates the indecisiveness from students who do not have a plan for their post-secondary attributes. The transition classes will aide and guide the students towards their transition goal.

A well structure transition plan for the student could be the support the student needed to prevent them from getting discouraged because they have a disability. James Long agrees, "A well-developed transition program could help to alleviate some of these problems by giving Native Americans better direction and support in their pursuit of a career" (Long, 1999). The purpose of the curriculum is to provide the use of Navajo philosophy in congruence with transition skills for the junior students with a disability. The need for this curriculum is to have Navajo students use the foundations of Navajo philosophy to apply towards their daily structure. Jake Long mentioned, "In order to give Native American Indians the chances they deserve, a culturally sensitive, comprehensive school-to-work transition program should be formed (Long, 1999). Students will engage in daily use of the Navajo philosophy and transition skills that coincide with their transition goal as stated in their IEP. The students will be exposed to Navajo vocabulary words, the English translation and where it applies in their transition services. The standards are daily, and students will *Think, Plan, Live*, and create their *Future Endeavors* for their transition process. Incorporating Navajo philosophy with transition skills is an approach to bridge the gap of Navajo ESS students who are undecided and not prepared for what is to come after graduating from high school. To bridge the gap, the Navajo philosophy will be daily and this will bring cultural awareness to the ESS students and provide a balance and support for their postsecondary success.

The Navajo philosophy are indicated through the cardinal directions. To the East, thinking was given to this direction, South is planning, West is life and North is future endeavors. The East was given positive thoughts, the South was for planning, knowledge and wisdom, the West was to prepare cognitive development and wisdom that comes with old age of life, and the North was given self-awareness and future blessings (Aronilth, Jr., 1994). The Diné philosophy is the foundation of the curriculum with the daily objectives which the students will write in relation to

their transition skills and goals. Using the daily standards with Diné philosophy can help the student prepare for their transition process after high school. Students applying the Navajo philosophy will also develop, “self identity in clan, values, beliefs, self esteem through self discovery and self evaluation, self awareness in self determination and self acceptance as a Diné and self pride” (Wilson Aronilth, Jr., 1991). The foundations of implementing the philosophy daily will allow for students to relate with the cultural aspects and create their transition plan portfolio. This will help bridge the gap by connecting Navajo culture with western education, a balance.

This connection for the student is vital. It creates a support for the student. It is a connection that allows the Navajo philosophy and transition skills to be intertwined together. “Another cultural theme that emerged from the interviews was the need to maintain connections with family and tribe members. When this connection is maintained, there is an opportunity for the student to serve as a mentor for future generations” (Bosse et al., 2011). Engaging the students in Navajo philosophy daily will build connection that could provide them to be better aware of their self, their transition plan and goals for post-secondary.

Implementing the Navajo philosophy as the foundation for their transition can help the student learn Navajo culture and Navajo vocabulary words. In the curriculum, using Navajo vocabulary will address the transition skill both in Navajo and then connecting it to the Western education. Bridging that gap and building that connection. Vocabulary can be used to break down topics to help ease the students into the lesson. “The purpose of our language is to identify ourselves and to identify our belief, values and culture” (Aronilth, Jr., 1991). The Navajo word will be translated into English. The students will be exposed to writing Navajo words and making the connection to how the words can relate to their transition process. The vocabulary words can help the ESS students to broaden their knowledge and connect with their goals.

The primary reason for an ESS student to have a transition plan in place is to guide them towards their goals they set for themselves when they graduate high school. Relating the transition topics to the Navajo philosophy could encourage a student to fully partake and build their portfolio. Wilson Aronilth, Jr. acknowledges the connections with goals, “We must believe that our goals of life are our mind and our key. We must believe that there is a secret key to open our minds, to see our goals.” (1991). Applying the Diné Philosophy daily can help a student have clarity on their transition goal and to prepare themselves to accomplish their goal. The foundation of incorporating the Navajo philosophy will connect the Western mindset of transition skills and adapt to the student’s dominant culture and traditional values. The Navajo philosophy will align with the learning target objectives and be the student’s journal prompt. This will build repetition and will help the student understand their Navajo values that apply to their transition process.

Transition plans are a blueprint to assist the student with a disability when they graduate from high school. Students with a disability can include in their transition plan to apply for work through local resources, enroll in college and or university and military. Having knowledge on cultural ties can help guide the ESS student’s transition plan, particularly those that want to continue their education. The students can find that connection of the Diné philosophy and western education at the collegiate level. Bosse et. al, mentioned, “Some institutions have also implemented their own approaches to support students in culturally relevant ways” (2011). The

transition plan is a guide for students to explore opportunities that align with them and find the best route to take after high school. Students often explore the options of college and universities.

Students with an IEP can benefit from attending a tribal college. Donna Brown mentions the benefits of attending a tribal college which are being close to family and home, community aspects, and cultural curriculum. The benefits included students attended a tribal college were more prepared and successful in the transfer to a four year institute (Brown, 2003). In the transition classes, ESS students will have the opportunity to meet with college reps, career advisors and find the continued support for their post-secondary goal. If a student has strength in hands-on activities employment for the student would be in their IEP. Long mentions that there is a need for activities focused on industry tours and career days for vocational world for students who might have difficulty to seek them on their own time (Long, 1999). Focusing the transition plan that fits the student and their needs is important. The Diné philosophy will have the students continuously think on their transition plan, and taking the steps towards making this plan become real which will then impact their everyday livelihood and can lead them to their postsecondary future endeavors.

Transition plans for ESS students have one common theme which is to have the students succeed after high school. Commonality from the articles identify that Native American students who succeed after high school had strong support (Applequist et al., 2009; Bosse et al., 2011; Brown, 2003). Support in high school is crucial for ESS students. It also aligns with their transition plan and the support they will need to achieve their post-secondary goal. Building on the success for ESS students is needed when they graduate, they will have a strong sense of what they see themselves doing after graduation. Aronilth mention, "Our forefathers said, 'if an individual's self-image is nourished on past successes, he will become confident and be secure in his thoughts and his actions'" (Aronilth, 1991). The students will know through the transition skills and using the Navajo philosophy on defining their own success that align with their transition goal. It takes a team to assist an ESS student. From the start, their IEP meeting establishing their goals and transition plan and valuing the student's input on their interests, needs and providing them transition services that will be daily. Applequist notes the importance on ESS staff being more supportive by providing ESS students guidance and information to ready themselves for "postsecondary educational or work settings" (Applequist et al., 2009). Everyone is involved when it comes to building this connection with each Navajo student with a disability and preparing them with resources and tools to succeed after graduation.

Overall, the Junior Exceptional Student Service students at Many Farms High School will create their transition portfolio. Their portfolio will include daily lessons implementing the Dine; philosophy that will align with the transition skills they will be receiving. The curriculum will bring the Navajo culture, the philosophy in congruence with the transition skills they will need to learn during their high school years. This portfolio will be unique to the student and be geared towards meeting their transition goal, connecting with their culture and creating their own success for postsecondary. The curriculum will be daily incorporated in a classroom setting. Having the Navajo philosophy will encourage the students to learn Navajo vocabulary words that can connect with the transition skill and will be included towards their plan. Bridging the gap and building that connection will help the student fully understand what they would like to

accomplish after high school through their thinking process, their planning, their livelihood and their individual future success.

Student Engagement

Students will use Diné teachings aligned with transition skills daily. The Diné teachings are *Nitsahakes*, *Nahata'*, *Iiná*, *Siihisin* which will incorporate towards the transition standards of the day. The Diné utilize the four directions representing the cycle of life. With each direction it was given a teaching. The east was adorned with *Nitsahakes* thinking. To the South, *Nahata'* planning. West was adorned with *Iiná* life and to the North was *Siihisin* future endeavors.

Students will know and use skills related to their IEP goal for their post-secondary transition. Each student will identify their personal strengths, self-advocacy, use SMART goal setting, and find resources that pertain to their interests. Students will explore college and career resources while using the Diné teachings. Students will use additional resources and tools to guide them towards their transition plan. Diné philosophy will be used daily with the students and be involved with projects every three weeks for the completion of a unit.

Students will have daily journal prompts. These journal prompts are to allow students to express themselves in a safe environment. Daily journal entry can help students explore their thoughts and it gives the ESS School Counselor insight on what the students are going through. It builds rapport with the students when the instructor provides daily feedback to their journal entry. The journal entries can be anything from thought process, to topics about who they are as individuals and get to know students to assist them with their transition plan.

Students will have daily vocabulary words. The vocabulary words will be in the Navajo language, translated to English and which transition skill it pertains to. The students will identify and use vocabulary words to familiarize themselves with the Navajo language and the English language. The vocabulary words are important for the students to be familiar with Navajo teachings and to build that connection with their education. With their daily vocabulary, students will be given positive affirmations. Positive affirmations used daily could increase self-confidence and create a framework that aligns with the Navajo teaching of positive mindset.

The week will be set up starting with Mondays, Tuesdays and Fridays will be lessons relating to the curriculum dynamics of transition skills. This will utilize Google classroom and provide students resources they will be researching for their transition plan. Wednesdays will be called, Wellness Wednesday where students will engage in positive attributions and learn strategies that will help them with their mind, body, spirit and soul which is initiated from Wilson Aronilth, Jr's *Diné Bi Bee Óhoo'aah Bá Silá: An Introduction to Navajo Philosophy* for students to regulate their emotions, their physicality, their mind and their essences of their self-image of a student. Thoughtful Thursdays will be discussions led by the students. This will be in the form of group counseling. These discussions will take reading prompts, educational speeches, and current events to which each student will discuss their opinions on the topic. This allows for students to practice self-advocacy and to express their voices.

Daily, students will write the standards from *Nitsahakes, Nahata', Iná, Siihisin* which will be related to the transition skill of the day. They will also write journal prompts that are on the board. In their notebooks, students also include their daily vocabulary which starts with a Navajo word, translated into English and the transition skill it relates to. Included in their journal entries, students will write their daily positive affirmations. Getting students into a daily routine helps keep them accountable and it builds structure for the students and knowing what to expect.

The main objectives that students will learn at the end of the semester are:

1. Students will know and apply Diné teachings (philosophy) daily.
2. Students will understand the transition skills needed for post-secondary.
3. Students will know and understand their IEP goal through Diné teachings and transition skills.
4. Students will incorporate daily vocabulary words that translate from the Navajo language, English and what transition skill the word reflects.

The objectives will help the students engage and be their own advocate on their transition plan. Having the students incorporate Diné philosophy in daily tasks can increase their stability on being successful as a Navajo student with a disability.

Each lesson will reflect on different transition skills. The skills are to build upon one another through the process. For this curriculum the focus will be goal setting. Goal setting will be broken into terminology on setting short and long term goals. The student will be able to identify and create their transition goal that will be included in their IEP. This goal will be measured over the course of their IEP the duration of a year. The goals will focus on the individuality of the student. It will create steps for the students to reach through milestones. Their long term goals are reflected by their short term goals. Each goal will utilize the structure of S.M.A.R.T Goal setting. The *specific, measurable, attainable, realistic* and *time frame* will help the student process and break their goal into manageable steps. The student creates their own IEP transition goal and throughout the school year will work towards their goal to propel them forward for their post-secondary transition. The unit will be 3 weeks. Each day will have their own NNIS (*Nitsahakes, Nahata', Iná, Siihisin*) standards that align with their goal setting practices. The vocabulary words also reflect on their goals, using future tenses. The curriculum will guide the students towards achieving their goal. The curriculum will use the goal setting process and apply it towards their future goals, they can think about their goals, learn to create a plan towards reaching them, create lifelong habits, and the students will know how to properly set goals for themselves in the future. See "Figure 1" for a sample of one week's lesson plan.

Student Assessment

The curriculum will be assessed through two processes. The first assessment will be the pre and posttest that will be given to all students to compare their knowledge before and after the semester. The second assessment that will be used to measure the progression of the curriculum will be the student's individual portfolio. The portfolio will resonate with each student and their transition goal.

A comparison will be conducted using a pretest and posttest with the ESS Juniors. The test will be given at the beginning and end of the semester. The semester runs August to December. The test will compare the students' knowledge and their understanding of their transition goal. The test is a Likert scale based. The scale reads 1 through 4: 1 – Yes, 2 – Somewhat, 3 – Unsure, 4 – No. The scores will be compared with one another. This assessment will be given to all seven junior students who have an IEP. The assessment will have 7 statements. Referring to Diné Philosophy, transition goal, strengths and post-secondary readiness.

Statements from the test:

1. I know the concepts of Navajo Philosophy.	1	2	3	4
2. I know what transition means.	1	2	3	4
3. I know my transition goal.	1	2	3	4
4. I know what I will be doing after high school.	1	2	3	4
5. I use Navajo philosophy every day.	1	2	3	4
6. I know my strengths.	1	2	3	4
7. I know the 5 components of SEL.	1	2	3	4

The students will create a portfolio on their transition goal that contributes to their individual goal of what they would like to do after high school. This portfolio will be a bigger scale of what they did daily throughout the semester. They will have to create their own NNIS, they will establish a S.M.A.R.T goal and write a 1 page reflecting on their goals they want to accomplish after high school. This portfolio will be geared towards them individually and it will showcase everything they learned from the semester. A rubric will be used for this portfolio project. Their NNIS must reflect on their transition goal, the use of S.M.A.R.T goal setting and how they will accomplish this goal post-secondary. They will present their portfolio to their classmates as their final exam for the end of the semester assessment.

Both assessments will measure the intelligence of the curriculum values and the relation the student have with Diné Philosophy. It will be a guide for the students to prepare themselves for their post-secondary transition path. A combination of an ESS student's IEP blended with Diné Teachings and incorporate strategies, tools, skills for post-secondary readiness.

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Figure 1: A sample of a lesson plan:

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Think: Students will think about the tools used for their post-secondary goals. Plan: They will plan to incorporate the resources available to them. Life: Students will reflect on how their transition plan and how it will help them in their life. Future: Students will be prepared for post-secondary success.</p>	<p>Think: Students will use Naviance to complete their Strengths Explorer. Plan: Students will generate a career listing that relates to their top three personal strengths. Life: Students will favorite careers and colleges that has their personal strength and reflects their livelihood. Future: Students will know what is expected for their career interests.</p>	<p>Think: Students will use visualization and pictures to view their goals. Plan: Students will take action through a movement activity to achieve their goal. Life: Students can seek guidance and support on reaching their goal. Future: Students will use their emotions on how it will feel when they do achieve their goal.</p>	<p>Think: Students will think about their initial thoughts on hearing the motivation speech. Plan: Students will plan their discussion response. Life: Students will use listening skills and learn advocacy skills for their life. Future: Students will use discussion strategies throughout their future endeavors.</p>	<p>Think: Students will reflect and think on their goals. Plan: Students will plan to achieve their goals and monitor their timeline. Life: Students will reflect on their current life goal. Future: Students will be prepared and know goal setting and how to achieve their goals.</p>
<p>Vocabulary: Navajo: Bee na'anishi English: Tool Transition: Resources</p>	<p>Vocabulary: Navajo: Naasji' English: Future Transition: Post-secondary</p>	<p>Vocabulary: Navajo: Altso bee' deetanigii English: Result Transition: Progress / Projects</p>	<p>Vocabulary: Navajo: Adiists'a' English: Listen Transition: Following directions</p>	<p>Vocabulary: Navajo: Biwhideesh'aal jinizingo English: Desire to learn Transition: Everyday learning</p>
<p>N: I will think about the tools and resources available to me. N: I will plan to use ORI, Naviance, Google</p>	<p>N: I will think about my top three personal strengths. N: I will plan to complete my Strengths Explorer.</p>	<p>N: I will think and visualize achieving one of my goal. N: I will plan to break my long term goal into manageable steps.</p>	<p>N: I will think of the discussion topic from the motivation. N: I will plan to use my voice to advocate.</p>	<p>N: I will think about the process of goal setting. N: I will plan for my short and long term goals. I: Goal settings are used daily in my life.</p>

<p>Classroom and NASIS.</p> <p>I: I can utilize them throughout the school year.</p> <p>S: This will help me prepare for after high school.</p>	<p>I: I will research careers related to my strengths.</p> <p>S: I have an idea of what will be expected for the future.</p>	<p>I: Visualizing my goals will guide me throughout my life.</p> <p>S: I will be able to accomplish my goals in the future.</p>	<p>I: Ask questions will help me in my life.</p> <p>S: It will encourage me to continue to have my voice being heard.</p>	<p>S: Goal setting has good habits for my future.</p>
<p>Positive affirmation: I am amazing.</p>	<p>Positive affirmation: I am happy!</p>	<p>Positive affirmation: I can accomplish any task.</p>	<p>Positive affirmation: I am the captain of my decisions.</p>	<p>Positive affirmation: I believe in my goals and myself.</p>
<p>Journal prompt: I am most excited about _____ this school year.</p>	<p>Journal prompt: I want to be better at _____.</p>	<p>Journal prompt: Write how you would spend \$1000.</p>	<p>Journal prompt: List things you would find at a campsite.</p>	<p>Journal prompt: When was the last time you played tag?</p>