

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number

*Mediation (K'wee-Shvt' Naa-Gha)*

**05.SS.03**

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: Exceeds CIM: CAM strand; business and management (conflict resolution)

2<sup>nd</sup> Language: Speaking: CIM: Give simple descriptions, express simple opinions

2<sup>nd</sup> Language: Listening: Benchmark 3: Demonstrate comprehension of simple descriptions

2<sup>nd</sup> Language: Writing: CIM: Write simple original sentences from memorized and familiar material.

Social Studies: 2<sup>nd</sup>-5<sup>th</sup>: Civics and Government: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens

Health: Demonstrate appropriate ways to express emotions and the consequences if it is not done appropriately.

### Season/Location:

*Used as necessary throughout the year – Skills are taught/reviewed as a part of orientation/Circle Time/Student Government activities*

### Partners/Guests/Community:

*Adult Supervisor, Tribal Court representative, Knowledgeable Culture representative on historic structure and function of K'wee-Shvt' Naa-Gha*

### Cultural Component(s):

Arts and  
Aesthetics

Family

History

Shelter

Belief/World View

Food

Medicine

Transportation

Clothing

Fun

Medium of  
Exchange

Tools and  
Technology

**Communication**

**Government**

Science

### Project/Activity Lesson Objective Components:

#### *Vocabulary:*

English	Dee Ni
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<i>Conflict</i>	<i>Lhee-dutlh-ne</i>
<i>Fire</i>	<i>Xwvn</i>
<i>Mediator</i>	<i>K'wee-shvt-naa-gha</i>
<i>Resolve (Paid a fine)</i>	<i>Ch'ghin-'in'sh</i>

- *Collective vocabulary from prior lesson(s):*
  - *Feelings*

**Grammar:**  
N/A

**Phrases (Writing, Speaking, Reading, Listening):**

<i>What did you feel?</i>	<i>Day-la det-sit-nish?</i>
	<i>What is it you felt?</i>
<i>What did you hear?</i>	<i>Day-la dee-sin-ts'an'?</i>
	<i>What is it you heard?</i>
<i>What did you see?</i>	<i>Day-la ghee-sii~--'i~'</i>
	<i>What is it you saw?</i>
<i>What you think about it??</i>	<i>Day-la nay-srint-'a?</i>
	<i>What is it you think about it?</i>
<i>Who was there also?</i>	<i>Dayn xuu ghii~-li~' hii-chu?</i>
	<i>Who there was also?</i>

**After completing the lesson, Students and/or Instructors will be able to:**

1. *Use traditional conflict resolution techniques to solve problems in health ways*
2. *Use Dee Ni language to construct simple sentences describing events and feelings*
3. *Reflect on conflict resolution process*

**Assessment:**

- *Students review success/failure of mediation process in a "follow-up" with and adult supervisor*
- *Language is "optional", use of assessment rubric should reflect that:*
  - *Effort*
  - *Collaboration*

**Activity/Project Description:**

- *Students learn about the purpose/process of traditional conflict resolution from a visitor/video and/or reading materials*
- *Students hold a "Mock Trial" in which a conflict scenario is presented and resolved*
- *Mediators are selected through election process as part of council elections. Younger grades might have more success with an adult in this position to begin with.*

- *cenarios can be created based on conflicts common to class/grade level*
- *Adults supervise mediation process as conflict arises. Students in conflict fill out a "My Side of the Story" form using Dee Ni where possible. Students may request mediation, or instructors/parents may "sentence" students. Verdicts could include: Draw, Apology, Restitution, Referring issue to a higher court*
- *A post mediation reflection should be conducted to evaluate success of the process*
- *Fifth grade should compare/contrast traditional judicial system of mediation and fines with modern U.S. judicial branch in their studies of US History.*
- *This would be a good time for all grade levels to review phrases/vocabulary from "Feelings" lesson*

**Materials/Supplies:**

- *Information on traditional use/structure of conflict resolution (a video would be great; otherwise printed materials*
- *"Conflict Scenarios" These are a component of the "2<sup>nd</sup> Step" program used in SVS in the past. Otherwise,*
- *A reasonable conflict*