



Instructor Guide Unit 4: Lesson 4 Power of Tribes

Lesson Objective:

- The child will understand how having an interest or experience in common with someone influences their willingness to help that person, because they see the person as a “member of the same tribe.”
- The child will identify ways of building and joining more tribes to increase their positive connections with others.

Fundamental Skills or Competencies: Relationship building, Social awareness, Respect for others, Social dynamics

Time Needed: It depends on which activities you choose.

Materials Needed: *Note: Please skip ads wherever they pop up before watching videos.*

- Video clip from WWE Commercial “We Are America” (3:37)
<https://youtu.be/IApvU6SMq-8>
- Video clip from *Descendants 3: It’s Good To Be Bad* (3:46)
<https://www.youtube.com/watch?v=lvjkBcBBrmE>
- Video Clip from *Black Panther: Introduction of M’Baku and Jabari Tribe* (2:48):
<https://www.youtube.com/watch?v=AgAncKF4FA>
- Video clip from *Luca: Luca saves Alberto because they are both Sea Monsters* (0:30):
<https://www.youtube.com/watch?v=ZCjQbZVg9Ok>
- Screen on which to project video clips
- Kid video for 4-4 Power of Tribes
- 4-4-5 Tribes posters
- 4-4-7 Assessment for Power of Tribes (1 copy per student)
- For visual art activities:
 - A shoebox for each child, plus time to collect items from home
 - A plain white T-shirt for each child
 - Fabric markers
 - Drawing paper, glue, pencils, markers, tape and stickers
- A copy of the following picture books to read aloud:
 - [Sticks By Diane Alber](#)
 - [Lucia the Luchadora by Cynthia Leonor Garza](#)
 - [Fry Bread: A Native American Family Story by Kevin Noble Maillard](#)
- 4-4-4 Sharing Circle Script for Power of Tribes

Part One: Watch Video on Power of Tribes

Start by watching the **Power of Tribes Video for Kids**. If kids have trouble focusing, invite them to do 25 jumping jacks or another burst of intense physical activity for one minute before you start the video. After watching the video, you can move into Part Two below.

Part Two: Discussions on Power of Tribes

Lesson Essential Question: How does belonging to the same tribe affect how a person will treat someone?

Introductory Hook/Question to Engage Students:

John Cena video: *Love has No Labels: We Are America.*

Note: This video mentions that Americans come in different races, genders, sexualities, sizes, and ethnicities. Before watching, tell the children:

- “We are going to start by watching a commercial produced by the WWE (World Wrestling Entertainment) that features John Cena, a popular professional wrestler.
- As John Cena talks, take notice of all the different types of people featured in the background as he walks down the street.
- People that look very different and may not seem to have much in common with one another are actually part of the same tribe: American citizens.
- As a group, watch the video, *Love Has No Labels: We Are America* (3:37), and please remember to choose “skip ads” on the video:
<https://www.youtube.com/watch?v=IApvU6SMq-8>
- After watching, ask the kids the following questions:
 1. Why is it important to listen to John Cena’s message that “to love America is to love every American, regardless of their background or differences”?
 2. What did you notice about the different people featured in the background (on the sidewalks and in the street)?

Discussion of Key Teaching Concepts About Power of Tribes:

Key Concept One: A tribe is a group of people that has something in common.

- Remember, you can’t know everything about a person from their appearance, or from casual contact. You have to be open and willing to talk to other people.
- Try to notice what you have in common with others.

Key Concept Two: Psychology shows we are much more likely to help someone when we see a connection with them.

- The people we are *most* likely to step in and help are family members or close friends.
- Any sort of connection increases your feelings of empathy and sympathy.

Key Concept Three: You are part of many tribes. As you change and grow, you can join new tribes.

- By making simple connections with other kids and adults, you can train yourself to care about others more. You can create stronger ties to people in your community simply by having conversations.
- Some tribes you will belong to your whole life, and others will come and go. Both types of tribes are important.

Part Three: Activity Options

For a one-page brief summary of quick activity options, please see *4-4-3 Quick Guide to Breakout Activity Options for Power of Tribes*.

Activity Option 1: Identifying Tribes through Posters

Before class starts or before the group meets:

Print and enlarge copies of the *4-4-5 Posters: The Power of Tribes* or handwrite the contents of each poster onto a larger piece of paper. Tape the posters around the classroom or community space. Note that there is a blank poster included that you can customize for your classes.

1. Have students get a pen, pencil, or marker. Explain that they will be writing their name on various posters around the room. They should sign any poster that describes a group that they belong to. Give them ten minutes to circulate around the room, read, and sign all the posters that they belong to.
 - Tell kids: “All around the classroom I have hung posters that have a type of group, an opinion, or some other description written on them. For example, one poster says, “I have taken dancing lessons.” If the description is accurate for YOU (i.e., you HAVE taken dancing lessons) you will write your name on the poster. If it does not describe you, just leave and move on to the next poster. Some of the posters have quite personal statements on them, but please try to be honest.”
2. After 5-10 minutes, ask students to stop adding their names to the lists and take a quick tour around the room to see the results. After a few minutes, call them back together as a large group. Have them consider the number of names that appeared on each poster.
 - Tell kids: “Now that you’ve had a chance to see the results, you’ll notice that some posters have lots of names on them! And some of them probably have a group of names of people you might not normally think you have much in common with.”
3. **Discussion Questions:** Have students discuss how it feels to discover they have something in common with their peers.
 - Ask kids: “How might it affect how you treat someone when you learn they share a connection with you?”
 - Did anything surprise you? Is there anyone that has something in common with you that you didn’t expect?”

Activity Option 2: Watch video clip *Luca Saves Alberto* and hold discussion.

- Before watching, tell the children: “Luca and Alberto are sea monsters that are secretly living as humans. The townspeople are terrified of sea monsters. Luca and Alberto cannot get wet or they will change back from humans to sea monsters. In the scene you are about to watch, Luca is participating in an important bicycle race. During the end of the bike race, it starts to rain. A mean villager traps Alberto under a net to show the other townspeople what happens when Alberto gets wet. Luca gives up his own chance to stay dry and keep his identity secret because he chooses to rescue Alberto. Now everyone knows they are both sea monsters.”
- As a group, watch the video clip of *Luca Saves Alberto*. (0:30), and please remember to choose “skip ads” on the video:
<https://www.youtube.com/watch?v=ZCjQbZVg9Ok>
- After watching, ask the kids the following questions:
 1. Why does Luca save Alberto from under the net?
 2. What does it mean that Luca reveals he is also a sea monster in a town that openly fears sea monsters?
 3. How do you think Alberto feels when Luca chooses to help him?
- Invite children to create a skit about what might have happened if Luca had not decided to help Alberto.
- Invite groups who elected to create skits to perform them for the whole group.

Activity Option 3: Watch video clip from *Descendants 3: It’s Good to Be Bad* and hold discussion.

- Before watching, tell the children: “In this video, the children of the fairy tale villains all live on the Isle of the Lost, and they are known as the VK (for ‘Villain Kids’). In an earlier movie, four of the Villain Kids were chosen to leave the Isle of the Lost and attend Auradon Prep, a fancy school for the children of the fairy tale heroes. In this song, the original four Villain Kids get to choose four more Villain Kids to come with them to Auradon Prep. Today is sign-up day. The song is a rallying cry to encourage Villain Kids to be proud of who they are and sign up for a chance to represent the Isle of the Lost.”
- As a group, watch the video clip “It’s Good to Be Bad” from *Descendants 3* (3:46), and please remember to choose “skip ads” on the video:
<https://www.youtube.com/watch?v=lvjkBcBBrmE>
- After watching, ask the kids the following questions:
 1. What does it mean to be from the tribe of the Isle of the Lost?
 2. What role does pride play in identifying with the Isle of the Lost?
- Invite children to create a skit about what might have happened if Villain Kids did NOT identify as members of a tribe and did NOT want to represent the Isle of the Lost at Auradon Prep.
- Invite groups who elected to create skits to perform them for the whole group.

Activity Option 4: Reading aloud activity: We recommend the following books that embody the themes of this lesson plan. After reading each book aloud, ask the children how it relates to the idea of belonging to tribes. Children may draw pictures of the story as they listen.

- [Sticks By Diane Alber](#)
- [Lucia the Luchadora by Cynthia Leonor Garza](#)
- [Fry Bread: A Native American Family Story by Kevin Noble Maillard](#)

Activity Option 5: Physical activity: The children will explore the power tribes through physical games.

1. **Capture the Flag:** Divide kids into two teams. Each team has a brightly-colored flag (or beanbag or T-shirt). Divide the playing space into two territories, one for each team. Each team places a flag in their territory, and the other team tries to capture the other's flag. Full rules here: <https://www.verywellfamily.com/how-to-play-capture-the-flag-1257384>
2. **Team Dance-Off:** Divide kids into teams of 3-5 kids. Each team creates a unique team dance. The instructor picks one common movement that has to be included in every team's dance (i.e. a jumping jack, somersault, push-up). Kids practice their dances and each team performs.
3. **Animal tribes relay races:** Have the children form two lines. Place cones at the other side of the gym or the field. Each line needs to come up with a tribe of animals/creatures that they will be (i.e. sea creatures; jungle animals; farm animals; dinosaurs, insects, birds). Everyone in the line moves like one of the animals or creatures from their tribe as they race to the cones and back. After everyone has a turn, the teams switch tribes and repeat the races.

Activity Option 6: Drama/Theater activity: The children will create skits about this week's theme, which is *Power of Tribes*. Below are prompts.

- **Moon Trek:** You are selected by NASA to put together the first team of humans that will be starting a camp on the moon. You need to create a tribe that has the best chance of finding a way to survive. Who should you bring? What skills should they have? Hold a live TV interview to introduce the world to the team that will set up a camp on the moon.
- **Creating a New Club:** You get to start a new club at your school, camp, or YMCA. It has to be a club for people that does not already exist at your organization. What will your new club be called? How will you recruit new members? Make a skit to present to other kids to invite them to join your new tribe!

Activity Option 7: Visual Art activity: Kids will do art projects about belonging to a tribe.

- **Create your own team T-shirt:** Imagine you are the leader of a team (any kind is fine – sports, superheroes, artists, a band!) and you need to design your team T-shirt. Print copies of *4-4-6 T-shirt template* and give one to each child. Have kids use pencils to pre-plan their T-shirt by drawing their design on a paper T-shirt first. When ready, each child will receive a fabric T-shirt and can use fabric markers to draw their design on it.
- **Shoebox of your tribes:** Tell kids about this project in the beginning of the weeks so they can bring in items. Each child will put together a shoebox that includes objects that represent different tribes to which they feel a connection. Ideas: draw or decorate inside the shoebox; paste pictures from magazines in it; put small toys or keepsakes from one of their fandoms in it (i.e. Minecraft); print out lyrics from a song or poem and tuck them inside. Follow-up: hold a sharing circle and invite each kid to explain what's in their box.

Accommodations/Modifications for diverse learners in your classroom:

Consider your students when choosing which tribes posters to use. Some may be appropriate, some may be too sensitive, and there may be others, not included, that suit your students. Use the blank poster to add any tribes that you find appropriate.

Additional ideas for poster labels: I like to play video games; I like to dance; I'm an artist; I'm into hip hop; I like rock; I'm a comedian/ class clown; I like to try different foods; I like to read comic books; I'm an anime fan; I like to skateboard; I'm a Star Wars fan.

Part Four: Assessment

If you want to do a formal assessment at the end, hand out one printed copy to each child of *4-4-7 Assessment for Power of Tribes*. Ask the children to answer the questions and do the written exercise. For primary students, you can talk through this assessment as a discussion or have them draw pictures.

ANSWERS: The correct answers are indicated in **bold**.

- 1) People are
 - a) Only allowed to belong to one tribe.
 - b) Unable to join new tribes once they pick a tribe.
 - c) **Always finding and joining new tribes as they grow up.**
 - d) All of the above.
- 2) People are more likely to help someone who belongs to the same tribe as they do.
 - a) **True**
 - b) False

Common Core Standards:

CCSS.ELA-LITERACY.SL.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate ... each source.

CCSS.ELA-LITERACY.W.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.