



# HEALTHY NATIVE YOUTH

**WE WILL START AT 10:00 AM PST.  
TALK SOON!**

New to the Rez: Becoming An Ally – Understanding  
and Working with Tribal Communities



# HEALTHY<sup>2</sup> NATIVE YOUTH

**NEW TO THE REZ: BECOMING AN ALLY –  
UNDERSTANDING AND WORKING WITH TRIBAL  
COMMUNITIES**

**GUEST SPEAKERS: MADISON FULTON, ERIC HARDY, JERRI  
THOMAS**

May 8, 2019, from 10-11am PST



# Today's Agenda

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- **Welcome & Welcome Back!** (4 minutes)
- **Indigenous Approach Framework**
  - **Where We're Coming From...** (10 minutes)
  - **Cultural Resilience** (10 minutes)
  - **Moving Together towards Cultural Competency** (5 minutes)
- **Building Allies** (15 minutes)
- **Time for Questions** (15 minutes)
- **Closing** (1 minute)

# Welcome & Welcome Back!

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Use the Chat Box to tell us:

- Your Name & Role
- **Email Address**
- How do you currently work with tribal communities (e.g. tribal member, educator, researcher, behavior specialist, program designer, other)?



## Where We're Coming From...

...with Madison Fulton (Navajo), Jerri Thomas (Navajo), and Eric Hardy (Navajo) both from the Inter Tribal Council of Arizona, Inc. (ITCA)



HEALTHY  
NATIVE  
YOUTH



# Process of Colonialism

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## Denial and Withdraw

- Deny any merit & withdraw from cultural practices
- Our way of life, our Indigenous Knowledge, how we know and do things

## Destruction, Eradication

- Physically destroy & destroy physical representations
- Ceremonial grounds, tradition gardens, homes, communities, kin ship ties

## Denigration, Belittlement, Insult

- Internal Colonial institutions denigrate
- Western education, Schools, Colleges, Anthropology, Science



# Process of Colonialism cont.

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## Surface Accommodation

- What remains is given surface accommodation
- Oral histories, ceremonies, spirituality

## Transformation, Exploitation

- What refuses to die is transformed
- Pharmaceuticals, New Agers, Ceremonial practices

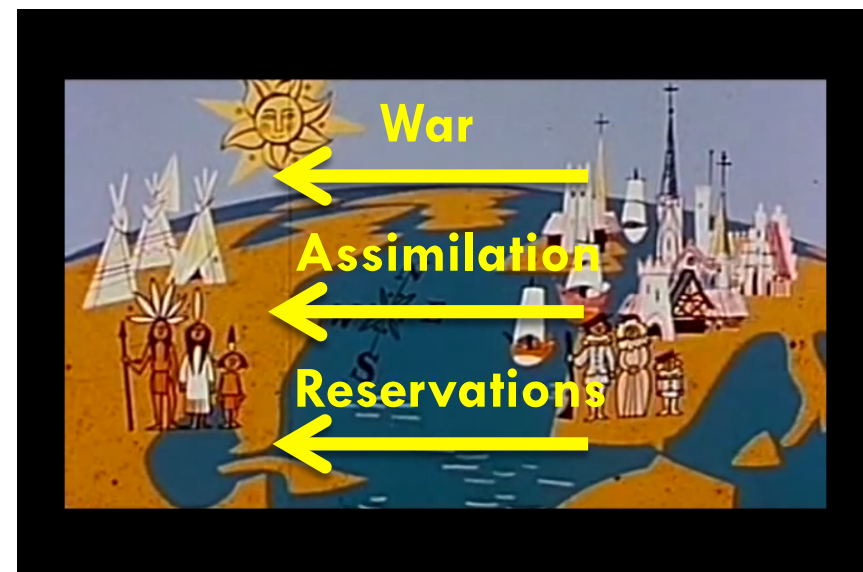
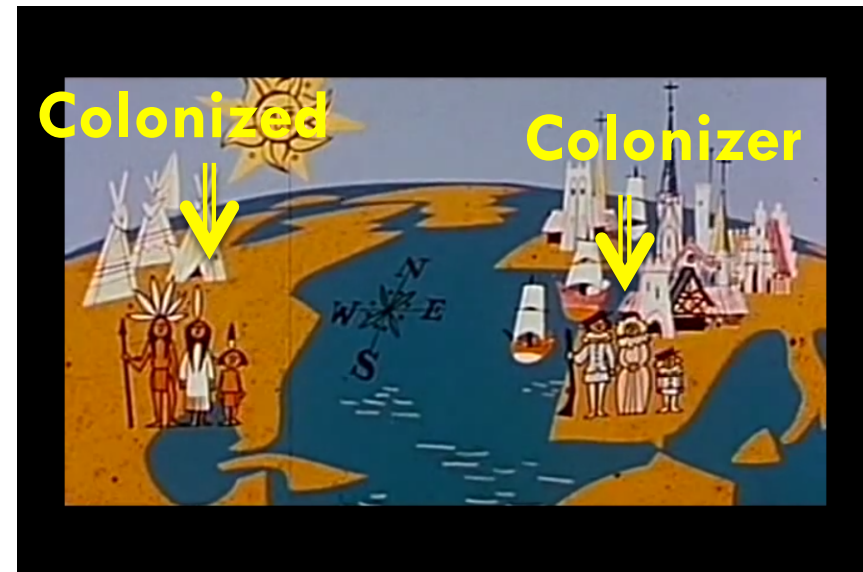
## Elimination (Settler Colonialism)

- What is transformed and exploited is eliminated
- Map/Geography lines, place names, knowledge

# What is Colonization?

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- In order for colonization to take place
  - ▣ One people engages another people
  - ▣ This engagement can range from non-violent to violent
- Colonization is a process creating a relationship
- Creates the Colonizer and Colonized
  - ▣ You can't have one without the other



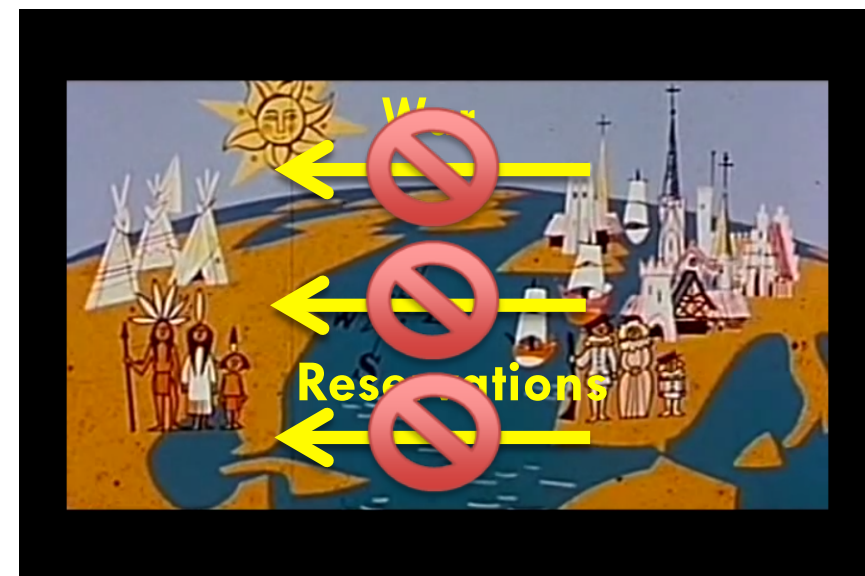




# What is Settler Colonization?

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- In order for settler colonization to take place
  - ▣ One people creates permanence through erasure
  - ▣ This engagement can range from non-violent to violent
- Settler colonization is not a event, it's a structure
- The Colonizer is supreme and unchallenged, therefore the colonized is absorbed into the structure





# What is Historical Trauma?

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- ❑ The cumulative emotional and psychological wounding, over the lifespan and across generations, emanating from massive group trauma experiences
- ❑ Grounds current trauma responses in the collective traumatic past



## What is Historical Trauma Response?

- ❑ A constellation of features perceived as related, or as a reaction, to the Historical Trauma



# Examples of Historical Trauma & Response



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## Historical Trauma

- Massacres
  - ▣ Sand Creek
  - ▣ Wounded Knee
- Reservations
  - ▣ Hopi/Navajo Land Dispute
- Removal
  - ▣ Trail of Tears
  - ▣ Navajo Long Walk
- Boarding Schools
  - ▣ Carlisle Indian School
- Current Traumas
  - ▣ Standing Rock
  - ▣ No Loop 202
  - ▣ Missing and Murdered Indigenous Women

## Historical Trauma Response

- Substances Abuse
- Alcoholism
- Suicide
- Physical Health Issues
- Domestic Violence
- Violence against women
- Depression
- Unhealthy eating
- Hopelessness
- Feeling ashamed of American Indian identity

# Cultural Resilience

...with Madison Fulton (Navajo), Jerri Thomas (Navajo), and Eric Hardy (Navajo) both from the Intertribal Council of Arizona, Inc. (ITCA)







# Process of Decolonization

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## Rediscovery and Recovery

- Rediscover history and recover culture
- Understand why cultural knowledge was taken and the different ways it has been diminished

## Mourning

- Lament what has been lost
- Mourn what was lost, ie. language, cultural/ ceremonial sites, ceremonies, land, oral history, creation stories, knowledge

## Dreaming

- Explore the whole panorama of what could be
- What would it feel like to speak the language fluently, sing songs, tell oral history...

# Process of Decolonization cont.



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## Commitment

- Commit to a single direction in which to move society
- Learn cultural protocols, activities, kinship responsibilities

## Action

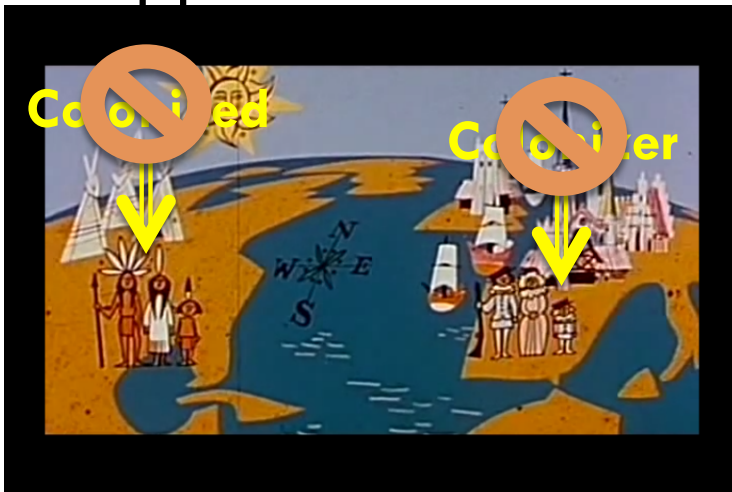
- Proactive step based on consensus of community
- Practice cultural protocols, adhere to cultural ethics

# Cultural Resilience

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## What is Decolonization?

- A process which breaks the relationship of the Colonizer and Colonized
- Recreates the colonizer and colonized relationship to a human relationship, it's not a relationship based on power and oppression



## What is Cultural Resilience?

- The ability to overcome stress and regaining health and well being after experiencing adversity
- Emphasizes how people overcome adversity by drawing from the social and cultural networks and practices of the community
- Survivance: Native people's individual and collective abilities to persist despite the enormous adversity imposed by colonialism

# Examples of Cultural Resilience



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## Examples of Cultural Resilience

- ☐ Learning your Indigenous Language
- ☐ Participating in cultural activities and ceremony
- ☐ Create healthier family relationships
- ☐ Taking care of yourself
- ☐ Wearing and learning about cultural attire
- ☐ Prepare healthy meals with Indigenous foods
- ☐ Learning of cultural kinship
- ☐ Being a good relative!

## Examples of what Cultural Resilience does

- ☐ Empowered
- ☐ Happy
- ☐ Healthy
- ☐ Confident
- ☐ Accepted
- ☐ Encouraged
- ☐ Supported
- ☐ Mindfulness
- ☐ Critical Thinking
- ☐ Connected to your cultural knowledge and identity



## Moving Together towards Cultural Competency

...with Madison Fulton (Navajo), Jerri Thomas (Navajo), and Eric Hardy (Navajo) both from the Intertribal Council of Arizona, Inc. (ITCA)



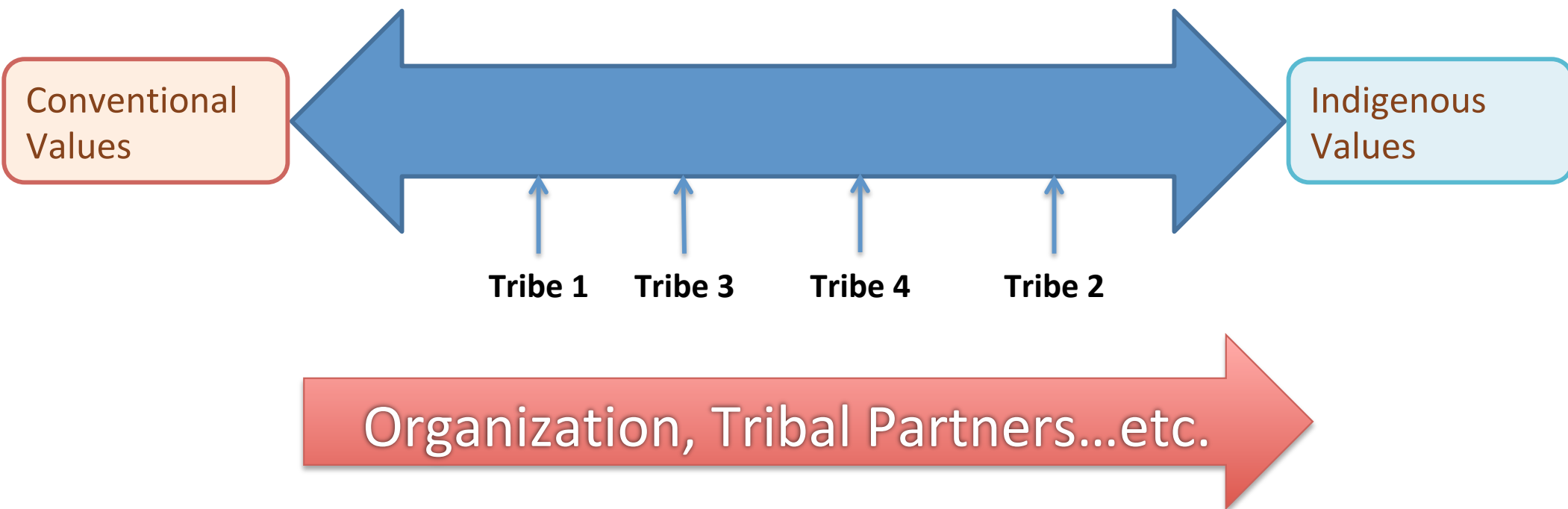


# Cultural Competency

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Where do we start to move together?

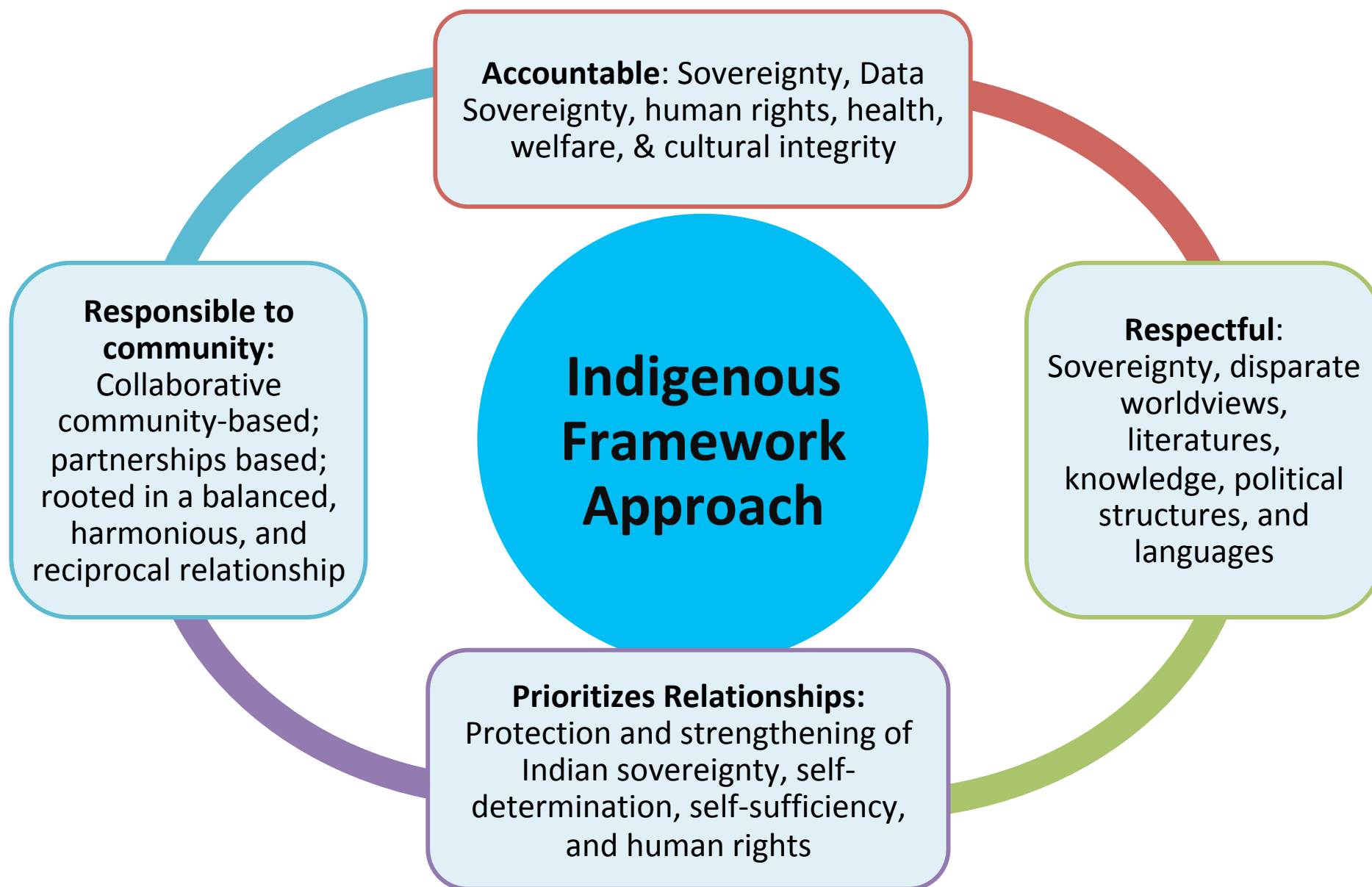
All Tribes are impacted by colonization differently, which will frame how you engage their communities.



# Indigenous Framework Approach



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# Building Allies

...with Madison Fulton, (Navajo) and Jerri Thomas (Navajo) both from the Intertribal Council of Arizona, Inc. (ITCA)







# Accountable

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## Cultural Sovereignty

- Inherent Sovereignty
  - ▣ Traditional Homelands prior to Reservations
  - ▣ Traditional Governmental structures
    - Leadership

## Political Sovereignty

- Federally Recognized Tribe
  - ▣ Indian Country - Land bases
    - Tribal land vs. Band land
  - ▣ Western Governmental Structures
    - Leadership



# Accountable cont.

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- ❑ Free, Prior, and Informed Consent
  - ❑ This should be the primary purpose of accountability
- ❑ Create Memorandums of Agreements
  - ❑ Holds the 3<sup>rd</sup> party accountable to Tribal Sovereignty
  - ❑ Data Clauses
  - ❑ Sovereign Immunity
- ❑ Engage Tribal Leadership
  - ❑ Institutional Review Boards or Research Codes
  - ❑ Tribal/Band Council
  - ❑ Community Leaders and Elders



# Respectful

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- Create Memorandums of Agreements
  - ▣ Recognizes Tribal Sovereignty
- Not every Tribal Government is the same
  - ▣ Treaty, Executive Order, and Indian Reorganization Act
  - ▣ Tribal Governments and/or Band Governments
- Cultural differences
  - ▣ Each community has it's own cultural protocols and processes
  - ▣ This informs their community norms and values
- Privileges
  - ▣ Be mindful that having a degree is a privilege



# Prioritizes Relationships

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- Memorandum of Agreements
  - ▣ Strengthens Tribal Sovereignty
- Get Tribal input during and before planning projects
  - ▣ Surveys, focus groups, one-on-one conversations, site visits
- Partnership benefits
  - ▣ The community should be at the center
- Engage Indian Organizations
  - ▣ Urban Indian Centers, Inter Tribal Organization, Tribal Coalitions



# Responsible to Community

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- Memorandum of Agreements
  - ▣ Outlines roles and responsibilities
- Know the community's history
  - ▣ Community Protection
- Research and survey ethics
  - ▣ Engage the community and community leadership in the process of developing surveys and conducting surveys
  - ▣ Share assessment and survey results with the community
  - ▣ Be transparent during the assessment and dissemination
- Land Acknowledgement
  - ▣ Be aware of who's lands you are on

# Resources

...with Jerri Thomas (Navajo) from the Intertribal Council of Arizona, Inc. (ITCA)







# Additional Resources

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- ❑ National Congress of American Indians
- ❑ National Indian Health Board
- ❑ Great Plains Tribal Chairmen's Health Board
- ❑ Inter Tribal Council of Arizona, Inc.
- ❑ Local Tribal College or local Native American or American Indians Studies dept.
- ❑ Alaska Native Tribal Health Consortium
- ❑ Tribal Law and Policy Institute
- ❑ National Indigenous Womens Resource Center
- ❑ National Native Network – Keep It Sacred

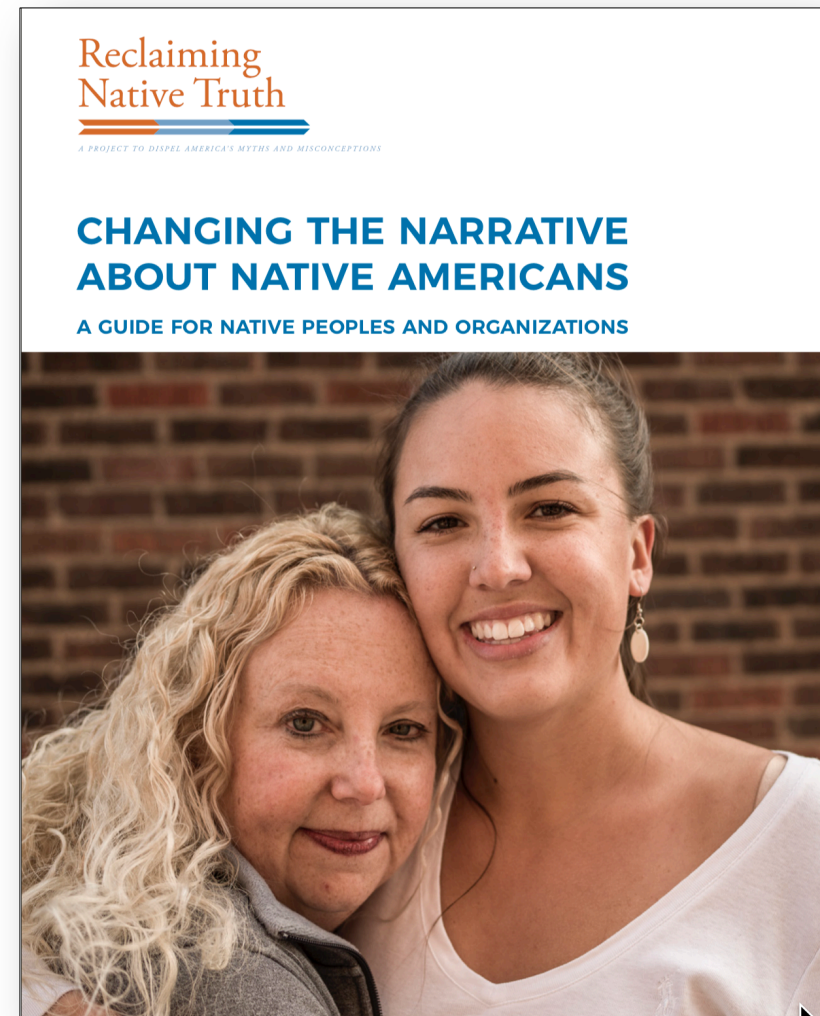


# Resources

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## *Changing the Narrative About Native Americans*

- A project to dispel America's Myths & Misconceptions
- Public opinion research  
- 20,000 participants



# Question Time

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Use the Chat Box  
or Unmute your  
line to ask...





HEALTHY  
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# Find Curriculum on Healthy Native Youth

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Search for lessons, subjects and video



HOME

CURRICULA

SUBMIT YOUR CURRICULA

RESOURCES

ABOUT

find curricula

**RAISING HEALTHY NATIVE YOUTH**  
THROUGH CULTURALLY RELEVANT HEALTH EDUCATION





# 32 RESPONDING TO CONCERNING POSTS ON SOCIAL MEDIA

GIVE US FEEDBACK



COMPARE CURRICULA



ABOUT

TRAINING

LESSON PLANS

SUPPORTING MATERIALS

CULTURAL RELEVANCE

EVALUATION

REFERENCES

## ABOUT THIS PROGRAM

Updated: 12/13/2018

Suicide prevention remains challenging among youth, as many do not disclose suicidal ideation to others before attempting suicide. However, emerging research suggests that nearly one-third of AI/AN youth see concerning messages on social media on a daily or weekly basis. This webinar training will prepare adults who work with Native youth to identify youth who post or view concerning posts on social media, and connect them to appropriate services.

**AGE GROUP DESIGNED FOR:** Middle School, High School, Young Adults

**LGBT INCLUSIVE:** No

**PROGRAM SETTING:** Flexible

**DURATION:** 1, 1-hour webinar

**COST TO PURCHASE:** Free

**TEACHER TRAINING OR CERTIFICATION REQUIRED:** No

**STUDENT TO TEACHER RATIO:** 40:1

**PROGRAM OUTCOMES:** The training improved participants confidence and self-efficacy.

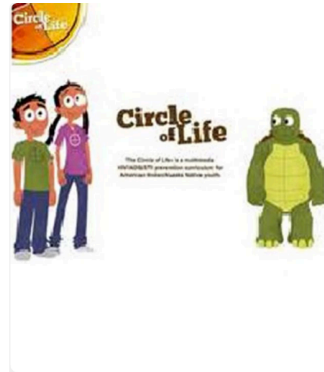
**EVIDENCE OF EFFECTIVENESS:** Promising Practice


[DOWNLOAD PROGRAM](#)



# Need help deciding on a curriculum?

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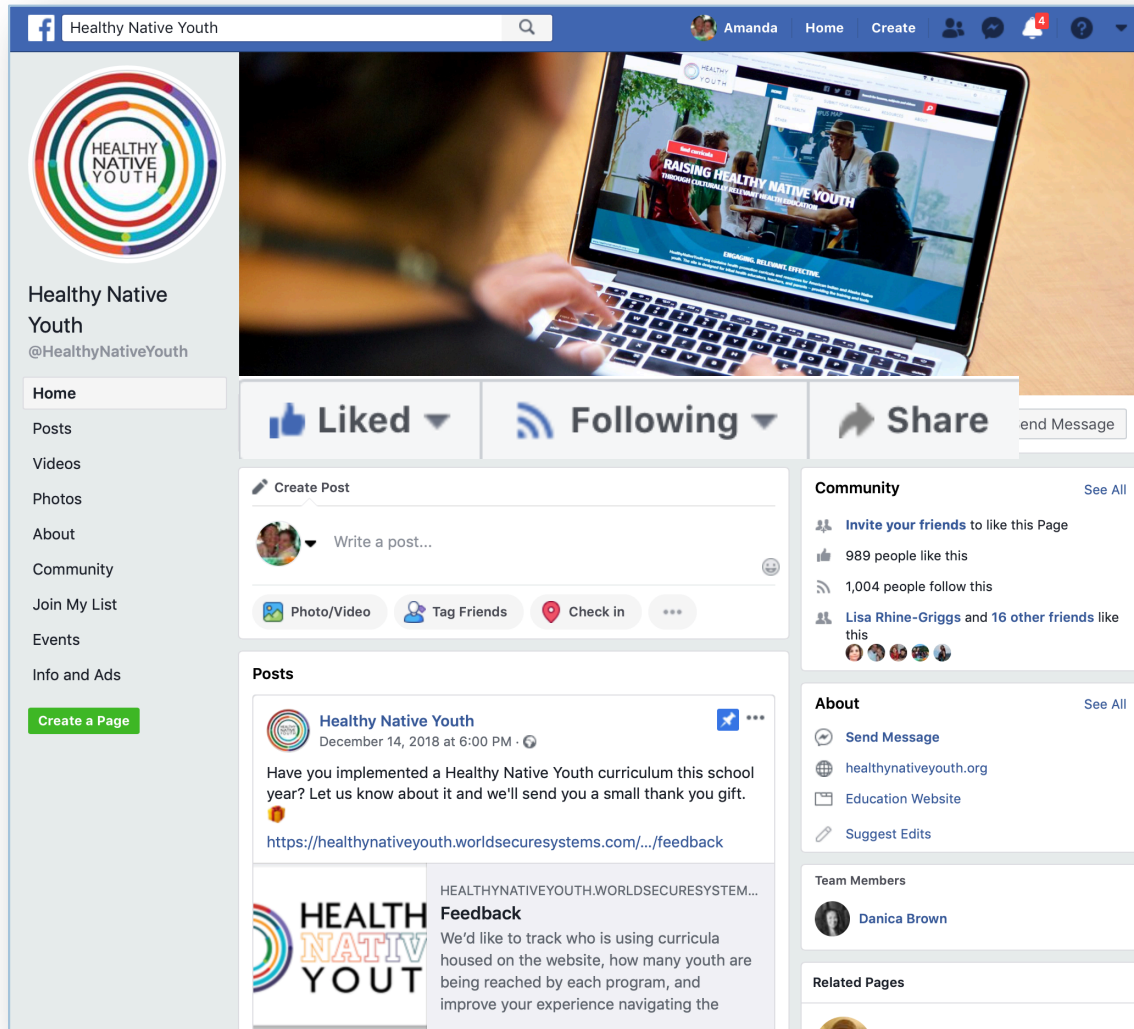


Use the Chat Box to tell us your:

- 1) SELECTION
- 2) EXPERIENCE
- 3) QUESTIONS

# What do you KNOW? What can you SHARE?

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1. Like *Healthy Native Youth* on Facebook,
2. Post to the Group
3. Receive a back-to-school kit!

# Promotional Materials



**HEALTHY  
NATIVE  
YOUTH**

[www.healthynativeyouth.org](http://www.healthynativeyouth.org)  
[@healthyN8Vyouth](https://twitter.com/healthyN8Vyouth)  
Listserve: Text "YouthNews" to 22828  
Text Message: Text "Healthy" to 97779  
[fb.com/HealthyNativeYouth](https://fb.com/HealthyNativeYouth)  
[native@npaihb.org](mailto:native@npaihb.org)



## ENGAGING. RELEVANT. EFFECTIVE.

HealthyNativeYouth.org is a one-stop-shop to expand learning opportunities for Native youth. The site includes curricula, trainings, and tools to help you deliver age-appropriate health programs.





# Thinking Ahead...

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## □ **Ahead of the Game:**

- What AI and AN resources are available for youth?
- What is *We R Native*?
- What is *I Know Mine*?

## □ **Who Can I invite to the next call?**

*Tap Into Online Resources: We R Native & I Know Mine*

*Guest Speakers: Thomas Ghost Dog Jr. (NPAIHB) & Jaclynn Richards (ANTHC)*

June 12<sup>th</sup> (Wed.), 10-11am PST



# Community of Practice Topics

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Second Wed. of every month from 10-11PST	Community of Practice Focus
September 12 <sup>th</sup>	Using HNY to Select A Curriculum
October 10 <sup>th</sup>	Organizational Approval & Youth Recruitment
November 14 <sup>th</sup>	Implementation Planning & Fidelity Monitoring
December 12 <sup>th</sup>	Parent Engagement & How to Answer Parent Questions
January 9 <sup>th</sup>	Youth Engagement: Social Media & Text Messaging
February 13 <sup>th</sup>	Technical Assistance for Selected Curriculum & Trouble Shooting Tech Issues
March 13 <sup>th</sup>	Cultural Connectedness: Supporting Curriculum with Enhancement Activities
April 10 <sup>th</sup>	LGBTQ2S Inclusion
May 8 <sup>th</sup>	New to the Rez: Becoming an Ally, Understanding & Working with Tribal Communities
<b>June 12<sup>th</sup></b>	<b>Tap into Online Resources: We R Native &amp; I Know Mine</b>
July 10 <sup>th</sup>	<b>Stay Connected: Community Engagement</b>
August 14 <sup>th</sup>	<b>HNY Feedback Session</b>



# Thank you! Other questions?

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## Contact:

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*This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary's Minority AIDS Initiative Fund.*



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