



# HEALTHY NATIVE YOUTH

**TECHNICAL ASSISTANCE FOR SELECTED CURRICULUMS**

February 13, 2019, from 10-11am PST

# Welcome & Welcome Back!



Use the Chat Box to tell us:

- Your Name
- **Email Address**
- Your role
- What Curriculum you've selected or are interested in
















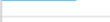









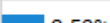

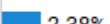

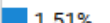

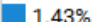

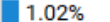

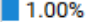






# Today's Agenda

- **Welcome & Welcome Back!** (3 min)
- **TA for Selected Curriculum** (40 min = 5 min per speaker):
  - **We R Native**
  - **mCircle of Life**
  - **Native VOICES**
  - **Native STAND**
  - **Safe in the Village**
  - **Healing of the Canoe**
  - **Responding to Concerning Posts on Social Media**
  - **Native It's Your Game**
- **Time for Questions** (15 minutes)
- **Closing** (2 min)

# In 2018...

			22,963 % of Total: 100.00% (22,963)	22,963 % of Total: 100.00% (22,963)
1.	/		4,493	 19.57%
2.	/curricula		2,878	 12.53%
3.	/curricula/the-healing-of-the-canoe		1,622	 7.06%
4.	/curricula/native-iyg		1,388	 6.04%
5.	/resources		1,266	 5.51%
6.	/curricula/native-stand		1,255	 5.47%
7.	/curricula/sexual-health		1,117	 4.86%
8.	/curricula/we-r-native-teachers-guide		1,034	 4.50%
9.	/curricula/native-voices		994	 4.33%
10.	/curricula/responding-to-concerning-posts-on-social-media		863	 3.76%
11.	/curricula/other		791	 3.44%
12.	/community-of-practice		666	 2.90%
13.	/about		621	 2.70%
14.	/curricula/multimedia-circle-of-life-mcol		580	 2.53%
15.	/curricula/submit		547	 2.38%
16.	/curricula/compare		346	 1.51%
17.	/curricula/safe-in-the-village		329	 1.43%
18.	/community-of-practice-sessions		234	 1.02%
19.	/about/feedback		229	 1.00%

# WE R NATIVE TEACHER'S GUIDE

GIVE US FEEDBACK



COMPARE CURRICULA



ABOUT

TRAINING

LESSON PLANS

SUPPORTING MATERIALS

CULTURAL RELEVANCE

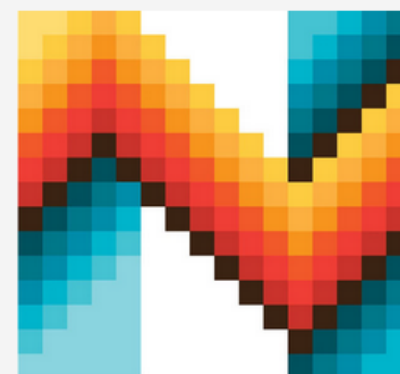
EVALUATION

REFERENCES

## ABOUT THIS PROGRAM

*Updated: 01/11/2019*

Get your students actively involved in their own health and wellbeing! The 10-session guide offers fun, interactive lessons for using We R Native's multimedia health resources with students 13-18 years old. Activities incorporate connection to culture as a protective factor, while covering vital information about suicide prevention, mental health, sexual health, dating and relationships, drug and alcohol use and bullying. The lessons align with common core standards and have been reviewed for medical accuracy by the HHS Family and Youth Services Bureau.

**AGE GROUP DESIGNED FOR:** High School**LGBT INCLUSIVE:** Yes**PROGRAM SETTING:** Flexible**DURATION:** 10 lessons, 50 minutes each**COST TO PURCHASE:** Free**TEACHER TRAINING OR CERTIFICATION REQUIRED:** No**STUDENT TO TEACHER RATIO:** 20:1**PROGRAM OUTCOMES:** Aligns with Common Core Standards. Deemed medically accurate by DHHS FYSP.**WERNATIVE**

# COMMUNITY OF PRACTICE SESSIONS

## Watch Previously Recorded Sessions & Download Supporting Documents

- 9/12/18: *Using HNY to Select A Curriculum*



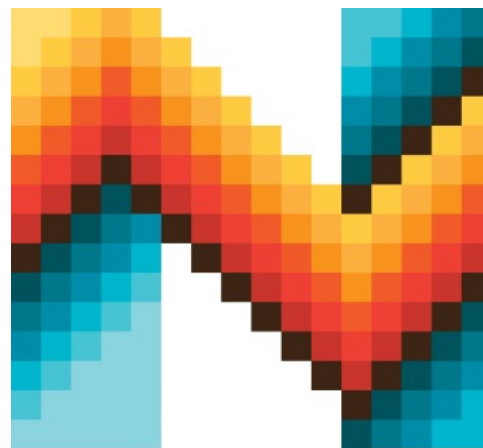




# We R Native

...with Nicole Trevino, *Nicole Trevino Consulting*

Email: [info@nicoletrevino.com](mailto:info@nicoletrevino.com), Phone: 512-827-7101



**WERNATIVE**

# We R Native Overview



- **Ages:** 13-18
- **Number of Lessons:** 10, 50 minute lessons, includes Service Project Planning Lessons.
- **Settings:** In- or Out-of-School, Community-Based, Residential Programs (with adaptation).
- **Additional Components:** WRN Website and Text Line + WRN Ambassador Program.
- **Training/TA Available:** 3-Day Training, Ongoing Technical Support.
- **Key Updates:** Expansion to 10 sessions, Trauma-Informed edit, Youth Assent & Adult Preparation Reinforcement, enhanced & customizable cultural teachings.



# Lesson Outline

## Unit 1: Introducing WRN Program & Website

- We R Native Introduction
- Media Literacy: Is WRN a Reliable Resource?

## Unit 2: I Strengthen My Nation

- Drugs and Alcohol Research and Report
- Ask Auntie

## Unit 3: Native VOICES

- Native VOICES Video
- Healthy Relationships, Personal Rules, and Consent

## Unit 4: We Are Connected

- We Need You Here
- Stand Up. Stand Strong.

## Unit 5: Make a Difference

- Make a Difference in Your Community
- Make a Plan for Your Community

# We R Native Evaluation



- Evaluation in Progress via Inter-Tribal Council of Michigan's Tribal PREP Project
- First round findings:
  - ▣ Youth were more likely to talk to parents about: abstinence, sexual activity, intercourse, barrier methods and contraception (from pre- to post-test)
  - ▣ Youth reported they could prevent pregnancy by: talking to their partner about sex/ condoms and barrier methods



# mCircle of Life

...with Dr. Carol Kaufman, *University of Colorado*

Email: [Carol.Kaufman@ucdenver.edu](mailto:Carol.Kaufman@ucdenver.edu), Phone: 303-880-7795

TA Support Email: Elton Naswood -

[enaswood@minorityhealth.hhs.gov](mailto:enaswood@minorityhealth.hhs.gov), Phone: 301-251-1797



# Multimedia Circle of Life (mCOL)

## Overview



- Youth ages 10-12 years old
- Can be used in schools, after-school settings, or in youth-focused programs
- Content includes 7 20-minute online sessions + complementary, optional group activities and discussions. All teacher training/orientation materials are included.
- Group activities are adaptable
- mCOL shown to impact precursors to sexual activity in this young age group: Increased knowledge, volition, and self-efficacy to avoid sex and peer pressure.

# mCOL: 6 chapters + certificate



Foundation  
al Chapters

Certificate!

# Stand-alone online work + companion in-person option

## Online stories and games



## Chapter 4 LEARNING ABOUT DISEASES



### OBJECTIVES

Participants will:

1. Differentiate between "communicable" and "non-communicable" diseases.
2. Describe what an acronym is, and state what the acronym AIDS stands for.
3. Identify AIDS as a communicable and deadly disease.
4. Explain that HIV is the virus that causes AIDS.

### OVERVIEW OF ONLINE MATERIAL



The chapter begins with a discussion of communicable and non-communicable diseases. It then introduces the concept of acronyms as a lead-in to discussing HIV and AIDS. There is also mention of Hepatitis B, and C and STIs. The information provided about these diseases is very general and should be addressed during group session.

### LESSON OVERVIEW



### ACTIVITIES

1. WARM UP ACTIVITY (5 min.)
2. REVIEW (5 min.)
3. QUESTION BOX (5-10 min.)
4. DIRTY GLOB (10 min.)
5. WAYS DISEASES ARE TRANSMITTED (10 min.)
6. LEARNING ABOUT STI'S, HEPATITIS AND AIDS (15 min.)



### MATERIALS NEEDED

1. Hand lotion, glitter
2. Copies of the worksheet for each participant\*

\*Provided at end of lesson plan



### PREPARATION

Group Activity Plans



# Native VOICES

...with Thomas Ghost Dog Jr., *NPAIHB*

Email: [tghostdog@npaihb.org](mailto:tghostdog@npaihb.org), Phone:



# Native VOICES overview



- **Ages:** 15-24 (gets a little hot and steamy)
- **Heterosexual + LGBTQ/Two Spirit Inclusive**
- **Setting:** Flexible (in-school or community-based)
- **Duration:** 3 options to choose (see next slide)
- **Toolkit:** Facilitator manual, VOICES video + condom demo video + dental dam demo video, condom/STI fact sheets, Parental Info letter, Tips for facilitators, Recruitment Flyer
- **Outcomes:** Improved STD knowledge, attitudes towards condoms and dental dams, and self-efficacy towards condoms and dental dams

# Delivery Methods



**OPTION 1:** **Show the video beginning to end without facilitation**

The entire intervention will take 35 minutes & is ideal for individuals or groups with limited time.

Tips: Provide a door prize raffle, drinks and popcorn, in an environment that is private.

**OPTION 2:** **Show the video beginning to end, followed by a 45-minute discussion**

The entire intervention will take approximately 1 hour and 15 minutes, and is ideal for groups requiring a single session intervention.

**OPTION 3:** **FIVE ONE-HOUR SESSIONS**  
**Show a short segment of the video followed by a 45-minute discussion.**

The entire intervention will include five 1-hour sessions. This option is ideal for small or large groups that can meet multiple times.

# Evidence of Effectiveness



- **Best Practice:** Native VOICES is the first Evidence-Based Intervention recognized by the Centers for Disease Control and Prevention for preventing HIV and other STDs among American Indian and Alaska Native youth.
- Over **90%** of Young Adults felt the video was culturally appropriate for AI/AN people.
- Over **75%** found it to be entertaining or highly entertaining.
- **86%** felt the characters, scenes, and situations in the video were realistic.



# Native STAND

...with Michelle Singer, NPAIHB

Email: [msinger@npaihb.org](mailto:msinger@npaihb.org), Phone: 971-282-4001

**f** : *Native STAND - Center for Healthy Communities*



Native STAND (Students Together Against Negative Decisions) is an eight week program designed to help teenagers (ages 12-18) make better decisions regarding sexually transmitted diseases, HIV, unplanned pregnancy, drugs and alcohol, dating violence, mental health, and other important issues that impact Native American youth today.

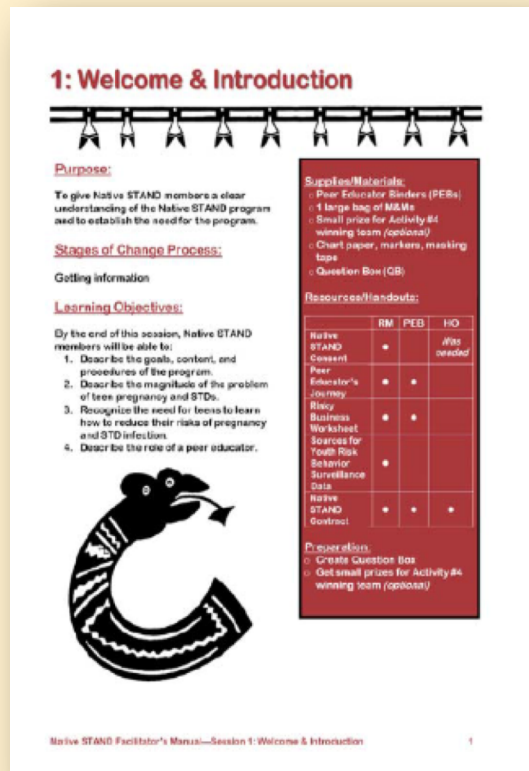
# Native STAND

**Thursdays, 4:30–6 p.m.**  
**beginning Thursday, August 24**



# Manual & Topics

1. **Facilitator's Manual**
2. **Peer Educator Manual**
3. **Resource Manual**



## ➤ **Culturally Relevant**

- **Inter-Tribal Stories/activities from various tribes**

## ➤ **Health & Wellness Promotion**

- **Mind, Body & Spirit**

## ➤ **Flexible/Adaptable Format**

- **60-90 minute segments**
- **Urban and Reservation**
- **For use in boarding schools, after-school programs, in-school, retreats, dorms, etc.**
- **User-Friendly Manuals**

# Program Delivery



Curriculum Familiarity



Access To Youth for Learning



Implement Action Plan



Deliver Native STAND Lesson



Teens Become Peer Educators

# Safe in the Village

...with Jaclynne Richards, ANTHC

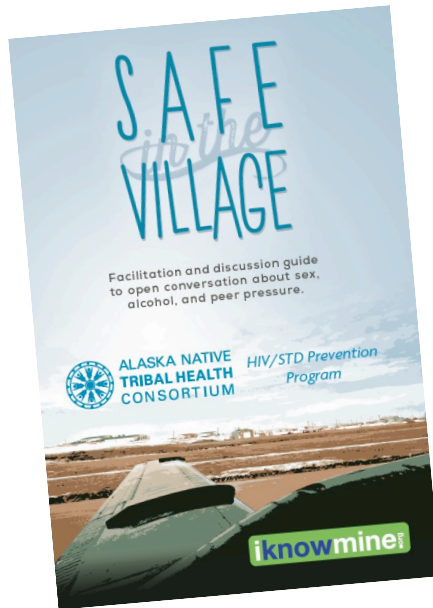
Email: [jkrichards@anthc.org](mailto:jkrichards@anthc.org), Phone: 907-729-2971

The logo features the words "SAFE" and "VILLAGE" in a large, blue, hand-drawn style font. Between them, the words "in the" are written in a smaller, light blue, cursive script font.

SAFE  
*in the*  
VILLAGE



# Safe in the Village – film and discussion







HEALTHY  
NATIVE  
YOUTH

CURRICULA

SUBMIT YOUR

## SAFE IN THE VILLAGE

ABOUT

TRAINING

### TRAINING

#### DOWNLOADABLE TRAINING MATERIALS

- [SITV - How to host a session](#)
- [SITV - Facilitator and discussion guide](#)

#### TRAINING MATERIALS LINKS:

- [SITV - Online Training](#)

#### TEACHER TRAINING OR CERTIFICATION REQUIREMENTS:

There is no required training or certification. The facilitator can be

SITV Online Training

Resou

Glossary Notes

duction

Welcome!

Navigation

About this Training

Training Objectives

Creating SITV

ut Safe in the Village (SITV)

f Components and Topics

ining a Workshop

ling a Group Discussion

iple Scenes & Movie Topics

ources

SAFE  
in the  
VILLAGE

Welcome to  
the SITV training!

iknowmine

ALASKA NATIVE  
TRIBAL HEALTH  
CONSORTIUM

PREV NEXT

# Healing of the Canoe

...with Celena McCray, *NPAIHB*

Email: [cmccray@npaihb.org](mailto:cmccray@npaihb.org)

[info@healingofthecanoe.org](mailto:info@healingofthecanoe.org)



# Healing of the Canoe (HOC)

## Overview



- Age Group: High School
- LGBT Inclusive
- Program Setting: Flexible/Adaptable
- Duration: No set length
- Curriculum: 13 chapters + an honoring ceremony
- Outcomes: Increased sense of belonging and sense of optimism.

- [illegible]

## Responding to Concerning Posts on Social Media

...with Bradley Kerr, *University of Wisconsin*

For Support, email: Celena McCray

[cmccray@npaihb.org](mailto:cmccray@npaihb.org), Phone:



# Video



- **Concerning posts:** social media content expressing intent to hurt one's self or others
- **Audience:** Native Health Educators
- **Goals:**
  - ▣ Identify youth who witness concerning social media posts, letting them know that they need not respond alone
  - ▣ Assessing those who see concerning posts and addressing their concerns, frustration, or fatigue
  - ▣ Implementing the “Viewer Care Plan Handout,” which will walk you through steps for supporting youth who post and view concerning social media posts

# Viewer Care Plan Handout



1

## START THE CONVERSATION

### NORMALIZE THE TOPIC

Bring it up at school events and at community gatherings. Share Facebook's safety resources on social media. Acknowledge the presence of concerning posts on social media.

### START THE CONVERSATION

"Have you seen anything posted online by a friend that made you stop and wonder if they're doing alright?"

### TREAT ALL POSTS AS IMPORTANT

Remind youth that it can be difficult to interpret the meaning of concerning posts – if anything makes them feel concerned or uncomfortable, they should go ahead and reach out for help.



2

## LISTEN, GATHER INFORMATION, AND ASSESS VIEWER EXPERIENCE

### LISTEN CAREFULLY

Ask youth about concerning social media post(s) – acknowledge that it can be scary, stressful and frustrating.

### GATHER INFORMATION

Ask: "What have you already tried?" – Acknowledge their attempts to provide support. If relevant, discuss responder fatigue.

### ASK ABOUT RELATIONSHIP

Ask: "Are they a close friend? Acquaintance? Family member?"  
Then ask: "Do you know any adults they would trust to help them?"



3

## PLAN AND ACT

### CONTACT THE PERSON WHO POSTED

Attempt to contact the person who posted the concerning content and/or their trusted adult(s).

- QUESTION the intent/feelings behind the post. Are you feeling depressed? Suicidal? Feeling like you want to die?
- PERSUADE them not to act and offer them hope.
- REFER them to help. Connect them to a mental health professional in their community.

More training on QPR is available at: [www.qprinstitute.com](http://www.qprinstitute.com)  
Other safety plan resources are available at: [www.suicidesafetyplan.com/About\\_Safety\\_Planning.html](http://www.suicidesafetyplan.com/About_Safety_Planning.html)

### OFFER RESOURCES & TOOLS

Thank the youth who found the concerning messages for reaching out, and provide them with resources to feel more confident navigating future concerning posts. The website [www.WeRNative.org](http://www.WeRNative.org) has fact sheets and videos for youth on this very topic. You can also refer youth Facebook's safety tools: [www.facebook.com/safety/tools/](http://www.facebook.com/safety/tools/)

### ASSESS THEIR WELL-BEING

Ask how they are doing. Acknowledge that it can be stressful and frustrating.

### CLARIFY YOUR ROLE

Be clear about how you can help. Be sure to mention confidentiality and privacy, particularly if you are a mandatory reporter. Reassure the viewer that you can take it from here.





# Native It's Your Game

...with Dr. Stephanie Craig Rushing, NPAIHB

For Support, email: Amanda Gaston [agaston@npaihb.org](mailto:agaston@npaihb.org)



# The Final Product: Native IYG



- ❑ *Native IYG* is a computer-based curriculum comprised of thirteen 30-50 minute interactive lessons.
- ❑ Can be used in the classroom, or as an extracurricular program
- ❑ The program allows youth to use the program without the need for teacher facilitation
- ❑ Includes three homework assignments that prompt parent and child communication.
- ❑ <https://nativeiygteens.sph.uth.tmc.edu/>



# N-IYG: Lessons & Topics

Topics	
1	Introduction
2	Healthy friendships
3	Personal rules & risky situations
4	Effective refusal skills
5	Anatomy, physiology, and reproduction
6	Healthy dating relationships
7	Social, emotional, physical consequences of sex
8	Communication skills
9	Consequences of teen pregnancy
10	Consequences of STI/HIV
11	Condom and contraceptive use
12	Refusal and communication skills review; condom negotiation
13	Review, personal commitment

# 12 month follow-up (n=371)

Youth who took Native IYG reported:

- ❑ Increased condom knowledge
- ❑ More confidence obtaining condoms
- ❑ More confidence about using condoms
- ❑ Greater intention to pursue education beyond high school



# Question Time



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



## Practice in Action



HEALTHY  
NATIVE  
YOUTH

# What do you KNOW? What can you SHARE?



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...

## □ **Ahead of the Game:**

- How do I begin incorporating local culture into a curriculum?
- How do I know what's okay to include?
- How do incorporate several different tribal values?

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

*Cultural Connectedness: Supporting Curriculum with Enhancement Activities*

*Guest Speakers:* Dr. Danica Love Brown

February 13<sup>th</sup> (Wed.), 10-11am PST



# Community of Practice Topics

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
<b>March 13<sup>th</sup></b>	<b>Cultural Connectedness: Supporting Curriculum with Enhancement Activities</b>
April 10 <sup>th</sup>	LGBTQ2S Inclusion
May 8 <sup>th</sup>	New to the Rez: Becoming an Ally, Understanding & Working with Tribal Communities
June 12 <sup>th</sup>	Tap into Online Resources: We R Native & I Know Mine
July 10 <sup>th</sup>	Stay Connected: Community Engagement
August 14 <sup>th</sup>	HNY Feedback Session

# Thank you! Other questions?

## Contact:

Amanda Gaston

[agaston@npaihb.org](mailto:agaston@npaihb.org)



*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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NATIVE  
YOUTH