HEALTHY NATIVE YOUTH

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

Who’s the Best Health Educator Around?
WHO’S THE BEST HEALTH EDUCATOR AROUND? BRUSH UP ON YOUR PROGRAMMING & YOUTH SKILLS

GUEST SPEAKERS: NASHEEN SLEUTH & WILL HESS

January 8, 2020 from 10-11am PST
Today’s Agenda

- Welcome & Welcome Back! (3 minutes)
- Positive Reinforcement (10 minutes)
- Classroom & Behavior Management (20 minutes)
- Lesson/Activity Mastery (10 minutes)
- Filling Your Cup (5 minutes)
- Discussion Time (10 minutes)
- Closing (2 minutes)
Welcome & Welcome Back!

Use the Chat Box to tell us:
- Your Name & Role
- **Email Address**
- What makes a great health educator?
Positive Reinforcement

…with Nasheen Sleuth, LPCC (Dine)
First Nations Community Healthsource, Albuquerque, NM
Email: nasheen.sleuth@fnch.org
Phone: 505-224-4950
Who’s the Best Health Educator Around…

**Effective Teachers Have…**

1. Positive Expectations
2. Classroom Management
3. Lesson Mastery

**Exceptional Teachers…**

- Constantly Learn & Grow

*If you dare to teach, you must dare to learn.*
## Educator Expectations

### Two Kinds of Expectations

<table>
<thead>
<tr>
<th>Positive Expectations</th>
<th>Negative Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What we achieve comes from how we work together.”</td>
<td>“I’m satisfied with how I teach, as it is.”</td>
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<tr>
<td>“I believe that every child can learn and will achieve to their fullest potential.”</td>
<td>“These kids just don’t want to learn.”</td>
</tr>
<tr>
<td>“I am a good teacher, and I am proud that I am a professional educator.”</td>
<td>“They can’t read well, spell, sit still, or behave.”</td>
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<tr>
<td>“I am always learning, and that is why I enjoy going to conferences, workshops, and in-service meetings.”</td>
<td>“In-service meetings are boring, conferences have nothing to offer me.”</td>
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Positive Reinforcement

- **Rule of Thumb – Be Kind & Patient**
  - Kindness Exercise – Imagine you spill a cup of coffee on your white shirt.
    - What things do you say to yourself?

- **Positive Reinforcement: Be aware and Acknowledge expected behavior**
  - “Jonny, thank you for waiting your turn to speak. I know that can be challenging sometimes.”
  - “Thank you for placing the trash in the trash can and keeping our space clean.”
  - Use names and be specific
Group Agreements

<table>
<thead>
<tr>
<th>Thought Provoking Questions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of person do you want to be in this Space?</td>
<td>“Be respectful.”</td>
</tr>
<tr>
<td></td>
<td>“Be open minded.”</td>
</tr>
<tr>
<td>How can you help makes this a safe space for everyone?</td>
<td>“Be Kind to everyone here.”</td>
</tr>
<tr>
<td></td>
<td>“We can disagree respectfully.”</td>
</tr>
<tr>
<td>What do you agree to practice while we are together?</td>
<td>“Respect boundaries.”</td>
</tr>
<tr>
<td></td>
<td>“Have fun.”</td>
</tr>
<tr>
<td>Keep agreements as positive practices</td>
<td>“Don’t talk when others are talking.”</td>
</tr>
<tr>
<td></td>
<td>“Listen when others are speaking.”</td>
</tr>
</tbody>
</table>
Group Agreements Examples

- Be Respectful
- Be kind
- Listen to each other
- Be smart: share and learn knowledge
- Be honest
- Respect property
- Respect Boundaries
- Have FUN!
Classroom Management

…with Nasheen Sleuth, LPCC (Dine)
First Nations Community Healthsource, Albuquerque, NM
Email: nasheen.sleuth@fnch.org
Phone: 505-224-4950
Classroom Management refers to all of the things that a teacher does to organize students, space, time, and materials so that learning can take place.

Characteristics of a Well-Managed Environment:
- Predictable
- Learners expectations
- Transitions

Effective teachers MANAGE their classrooms, Ineffective teachers DISCIPLICE their classrooms.
Use the Chat Box to...

**SHARE:** What does your room say about you as an educator?

What do you think your reputation is?
Effective CM Strategies

- CONSISTENCY, CONSISTENCY, CONSISTENCY!

- Readiness is the primary determinant of educator effectiveness

- “All Relations” Communication, BEFORE your program begins:
  - Send Letters Home: Be transparent with the community
  - Newsletter, sharing agenda, list of topic covered
  - Invite parents when appropriate: regular community nights
Classroom Management

- How Youth Enter the Room Matters!
- Question Box / Parking Lot
- Check-in/Closing circle
  - Thumbs up/sideways/down
  - A color that represents their feeling today
  - Acknowledgement Circle
Classroom Environment

- Classroom set up
  - Arrange based on activities/tasks
  - Easy to monitor, make yourself (proximity) and youth visible (safety), youth have space for their belongings
  - Don’t have a classroom?
    - Be Flexible
    - Inquire about space ahead of time
    - Mobile Classroom

- Daily Agenda posted (list of activities, Times, Breaks)
- Time Management (Keep track of timeframes/make adjustments as needed)
Ice Breakers & Energizers

- Ice Breakers and Energizers
- Recommendations
  - “Name Game”
  - “Zip, Zap, Zop”
  - “Mingle, Mingle 1,2,3,4”
  - Rock, Paper, Scissors tournament
Find Your “Hook”

What are your youth into?

- Informal Survey – ask youth
- Incentives (food, snacks, swag)
Behavior Management Tips

…with Will Hess (Klamath/Modoc)
The Klamath Tribes, WA
Email: will.hess@klamathtribes.com
Phone: (541) 783-2219 x. 111
What is Behavior Management?

- A procedure is simply a method or process for getting things done in the classroom.
- Procedures and routines are different than a discipline plan:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern how things ARE DONE</td>
<td>Concerns how youth BEHAVE</td>
</tr>
<tr>
<td>HAVE NO penalties or rewards</td>
<td>HAS penalties and rewards</td>
</tr>
<tr>
<td>A ROUTINE is what learners do automatically, without prompting; it becomes habit and practice for the learner.</td>
<td></td>
</tr>
</tbody>
</table>

A rule is a DARE to be broken, whereas a procedure is not.

A procedure is a DO, a step to be learned.

Three Steps to Teaching Procedures

1. **Explain.** State, explain, model, and demonstrate the procedure.

2. **Rehearse.** Rehearse and practice the procedure under your supervision.

3. **Reinforce.** Reteach, rehearse, practice, and reinforce the group procedures until it becomes a learner habit or routine.

# Keep Calm & Carry On

<table>
<thead>
<tr>
<th>The Ineffective Educator</th>
<th>The Effective Educator</th>
</tr>
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<tbody>
<tr>
<td>May have no clearly defined rules</td>
<td>Has a discipline plan that does not degrade youth</td>
</tr>
<tr>
<td>Communicates rules sporadically and as needed</td>
<td>Communicates the plan at the start of group</td>
</tr>
<tr>
<td></td>
<td>Makes eye contact with each youth while presenting the plan</td>
</tr>
<tr>
<td>Wincs, shrugs, or conveys via facial expression or body language</td>
<td>Does not wince or convey disbelief in what is being said</td>
</tr>
<tr>
<td>Conveys that “I’m only doing this because the administration wants me to.”</td>
<td>Provides an understandable reason for the plan</td>
</tr>
<tr>
<td>Implies that “I was hired to fill in or to teach the subject matter, not discipline.”</td>
<td>Has positive expectations for learning</td>
</tr>
</tbody>
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Behavior Management Strategies

- CONSISTENCY, CONSISTENCY, CONSISTENCY!
  - Clear Procedures
  - Practice
  - Reinforce & Praise
  - Routines & Expectations are Created from the above
- Building rapport with your students
- Creating a sense of community – Community Circle
- Patience is key
  - Right to pass
  - Name sticks
  - Peer educators (if applicable)
- The Power of Using Non-Verbal Communication
SHARE: What are some behavior management tools you like to use?
Behavior Management Strategies Cont.

- Positive Reinforcement
- Reward System
- Healthy Risk Encouragement
- Proximity to students
- Incentives for positive participation
Behavior Management Examples

- Peer feedback
- Native STAND Constitution/Contract Reminders
- Peer Mentors (if applicable)
- Time Warnings
- Group signal, sound, or action
- Closing Circle
Lesson/ Activity Mastery

...with Nasheen Sleuth, LPCC (Dine)
& Will Hess (Klamath/Modoc)
It all comes down to...

Managing our TIME

Allocated Time 100%
Instructional Time 90%
Engaged Time 75%
Academic Learning Time 35%

Don’t do it all by yourself…

- Invite others to help
  - Volunteers/Teaching partner
  - Prevention Specialists
  - Mental Health professional
  - Elders
  - Local organizations
  - Youth
Time Saving Tips

- Clear Objectives – Consistently come back to them
- Read Through Lesson
  - Adjust to your setting and group of youth
  - Add any relevant pieces
  - Connect to your community/time of year/special events
- Time - Think about how much time you’ll need
  - Prep materials (technology, copies, handouts)
  - Think of the timeframe you have with the youth
  - Give 5 min/ 1 min alerts
- Back Up - Plans
Know who are you teaching

- **Script**
  - Thinking about what you’re going to say ahead of time
  - Prepare for sensitive questions

- Differentiate Lessons

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**Multiple Intelligences**

- Visual-Spatial
- Linguistic-Verbal
- Interpersonal
- Intrapersonal
- Logical-Mathematical
- Musical
- Bodily-Kinesthetic
- Naturalistic
The Reflective Educator

- Journaling
- Key Reflection Questions
  - What worked?
  - What didn’t work?
  - What will I do next time?
Filling Your Cup

…with Nasheen Sleuth, LPCC (Dine)
& Will Hess (Klamath/Modoc)
Happiness & Success in Your Work

- It is a Choice
- Self Care
  - Take a break (quite time, lunch break, nutrition, water)
  - Mindfulness
  - Practice deep breathing exercises
  - Debrief with supervisor/Teaching Partner
  - Aromatherapy (in moderation): lavender water spray, citrus for energy, sage/cedar to smudge
Creating a Self-Care Plan

My Self-Care Plan

Instructions: Think about what self-care activities make most sense for you, your lifestyle, and your goals. Select three activities (from the list given, or create your own) and put them in your self-care activity plan. For each activity, write down how, where, when you will do them. And, what will you do to make sure these activities are a part of your life?

#1 Self-Care Activity

How/ where/ when I will do this:

How will I make sure this happens:

#2 Self-Care Activity

How/ where/ when I will do this:

How will I make sure this happens:

#3 Self-Care Activity

How/ where/ when I will do this:

How will I make sure this happens:

Time to Talk Myself Up!

How we talk to ourselves matters! Here are some ways to help change the way you talk to yourself:

1. **Listen** – to what you say to yourself. Notice if it’s mostly negative or positive.
2. **Challenge** – what you say to yourself. Would you say this to a friend?
3. **Change** – how you talk to yourself. Try asking yourself, “What can I do to help me do this”?

Instructions: Think about one statement (or more) you can tell yourself when you’re feeling down or could use a little encouragement. Use the list you’re given or create your own. Put that statement(s) below:

Help Seeking Behavior & Strategies

www.healthynativeyouth.org
How Mindfulness Empowers Us:
An Animation Narrated by
Sharon Salzberg

https://www.youtube.com/watch?v=vzKryaN44ss
A Great Read...

Discussion Time: Use the Chat Box...

Use the Chat Box to tell us what you think...

What do we KNOW? What can we SHARE?

Image Source: Google Images
Practice in Action
Find Curriculum on Healthy Native Youth

RAISING HEALTHY NATIVE YOUTH
THROUGH CULTURALLY RELEVANT HEALTH EDUCATION

ENGAGING. RELEVANT. EFFECTIVE.
HealthyNativeYouth.org contains health promotion curricula and resources for American Indian and Alaska Native communities.
What do you KNOW? What can you SHARE?

1. Like or Follow Healthy Native Youth on Facebook or IG,
2. Post to the Group
3. Receive a back-to-school kit!
Promotional Materials

HEALTHY NATIVE YOUTH

www.healthynativeyouth.org
@healthyN8Vyouth
Listserve: Text “YouthNews” to 22828
Text Message: Text “Healthy” to 97779
fb.com/HealthyNativeYouth
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...

- Who Can I invite to the next call?
  
  **Title:** LGBTQ2S Inclusion in the Community & Classroom

  **Guest Speakers:** Bridget Valenzuela, Morgan Thomas, Mick Rose Waggoner, Renea Menchaca

  **Date:** February 12, 2020 (Wed.), 10-11am PST

- Ahead of the Game:
  
  - Questions for next session
COMMUNITY OF PRACTICE

2019-2020 Schedule

- **9/11/19** Welcome to Healthy Native Youth 2.0! What's Available & What's New
- **10/9/19** Intro to Evaluation: Gathering Info to Improve Programs
- **11/13/19** Building Community Support: Creating Community Partnerships
- **12/11/19** "All Relations" Communications: Broaching "The Talk" & Other Sensitive Topics
- **1/8/20** Whose the Best Health Educator Around? Brush up on your Programming & Youth Skills
- **2/12/20** LGBTQ2S Inclusion in the Community & Classroom
- **3/11/20** Supporting Youth Experiencing Trauma in the Classroom & Beyond
- **4/8/20** Social Media: How to do it & Keep Youth Safe!
- **5/13/20** Youth Identity & Healthy Relationships
- **6/10/20** Prevention: Emerging Topics & Challenges Youth Face
- **7/8/20** Raising Healthy Native Youth: Creating Positive Pathways

How to Join


JOIN BY PHONE ONLY:
+1 669 900 6833
Thank you! Other questions?

Contact:
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agaston@npaihb.org
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