



# HEALTHY NATIVE YOUTH

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

Who's the Best Health Educator Around?



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

**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!

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Use the Chat Box to tell us:

- Your Name & Role
- **Email Address**
- What makes a great health educator?



# 5 Positive Reinforcement

...with Nasheen Sleuth, LPCC (*Dine*)

*First Nations Community Healthsource, Albuquerque, NM*

Email: [nasheen.sleuth@fnch.org](mailto:nasheen.sleuth@fnch.org)

Phone: 505-224-4950



# Who's the Best Health Educator Around...



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## 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

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## Two Kinds of Expectations

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



# Positive Reinforcement

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## □ **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

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Thought Provoking Questions	Examples
What kind of person do you want to be in this Space?	"Be respectful." "Be open minded."
How can you help makes this a safe space for everyone?	"Be Kind to everyone here." "We can disagree respectfully."
What do you agree to practice while we are together?	"Respect boundaries." "Have fun."
Keep agreements as positive practices	"Don't talk when others are talking." "Listen when others are speaking."





# Group Agreements Examples

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- 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](mailto:nasheen.sleuth@fnch.org)

Phone: 505-224-4950





# What is Classroom Management?

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- 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 **DISCIPLINE** 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

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- 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

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- 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

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- 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)

The purpose of arranging seats is to accomplish group tasks.



# Ice Breakers & Energizers

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

# Find Your “Hook”

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What are *your* youth into?

- ▣ Informal Survey – ask youth
- ▣ Incentives (food, snacks, swag)



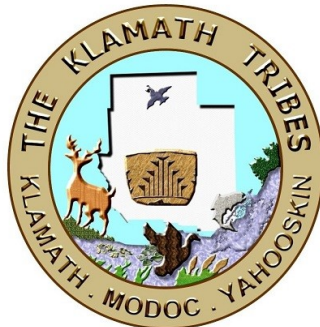
# Behavior Management Tips

...with Will Hess (*Klamath/Modoc*)

*The Klamath Tribes, WA*

Email: [will.hess@klamathtribes.com](mailto:will.hess@klamathtribes.com)

Phone: (541) 783-2219 x. 111







# What is Behavior Management?

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

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

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

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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.

Wong, H. K. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.



# Keep Calm & Carry On

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

# Behavior Management Strategies



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- **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

# Use the Chat Box to...



## SHARE:

What are some  
behavior  
management  
tools you like to  
use?



# Behavior Management Strategies Cont.

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



# Behavior Management Examples



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

# Lesson/ Activity Mastery

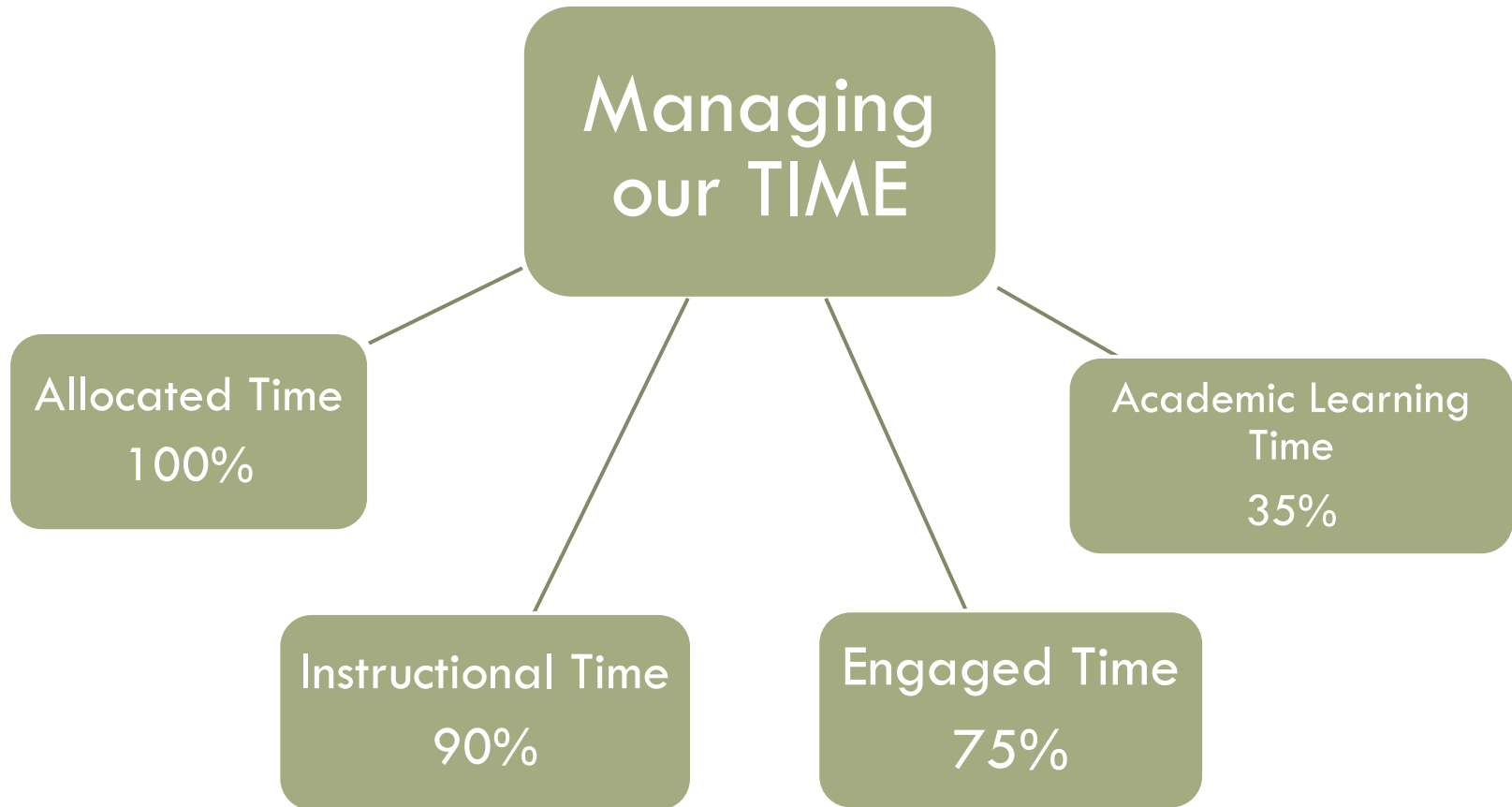
...with Nasheen Sleuth, LPCC (*Dine*)  
& Will Hess (*Klamath/Modoc*)





# It all comes down to...

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# Don't do it *all* by yourself...

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



# Time Saving Tips

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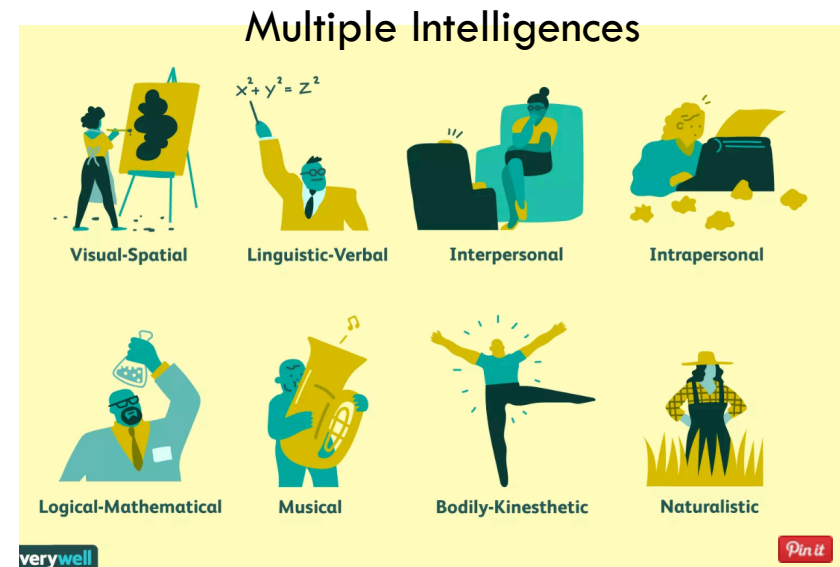
- Clear Objectives – Consistently come back to them
- Read Through Lesson
  - ▣ Adjust to your setting and group of youth
  - ▣ Add any relevant pieces
  - ▣ Connect to your community/time of year/special events
- Time-Think about how much time you'll need
  - ▣ Prep materials (technology, copies, handouts)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



# Know who are you teaching

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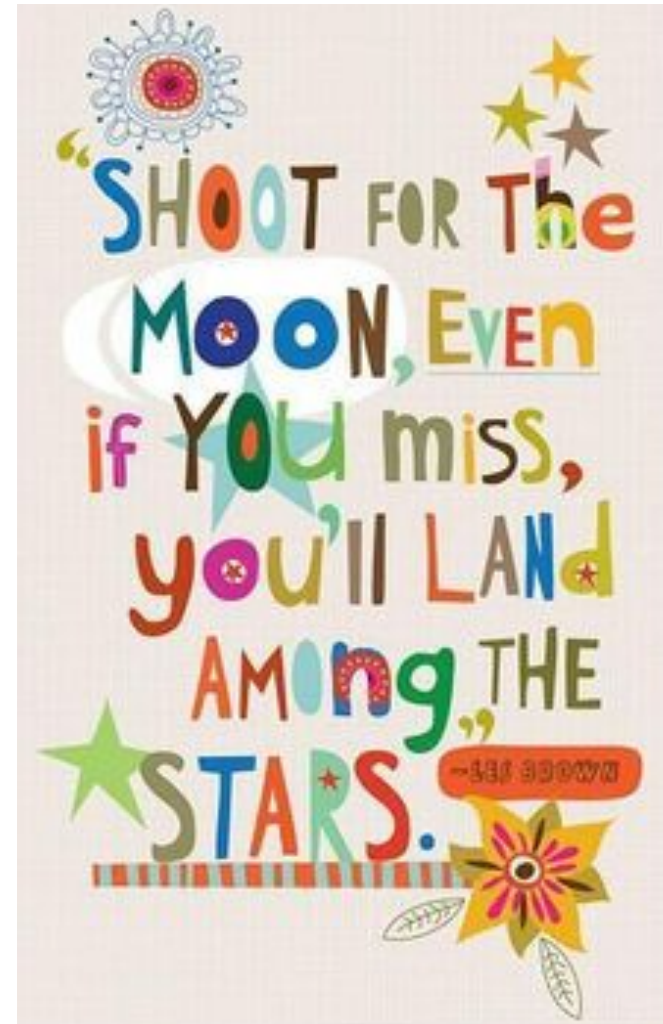
- Script
  - ▣ Thinking about what you're going to say ahead of time
  - ▣ Prepare for sensitive questions
- Differentiate Lessons



# The Reflective Educator

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- 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*)

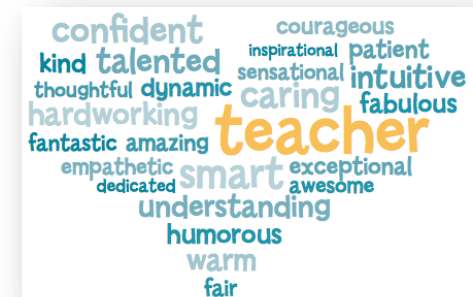


# Happiness & Success in Your Work



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- 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

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## 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	#2 Self-Care Activity	#3 Self-Care Activity
How/ where/ when will I do this:	How/ where/ when will I do this:	How/ where/ when will I do this:
How will I make sure this happens:	How will I make sure this happens:	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:

Talking to yourself positively can reduce stress, improve your self-esteems, increase your motivation, and improve the way you look and feel!

# Resources

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## How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg



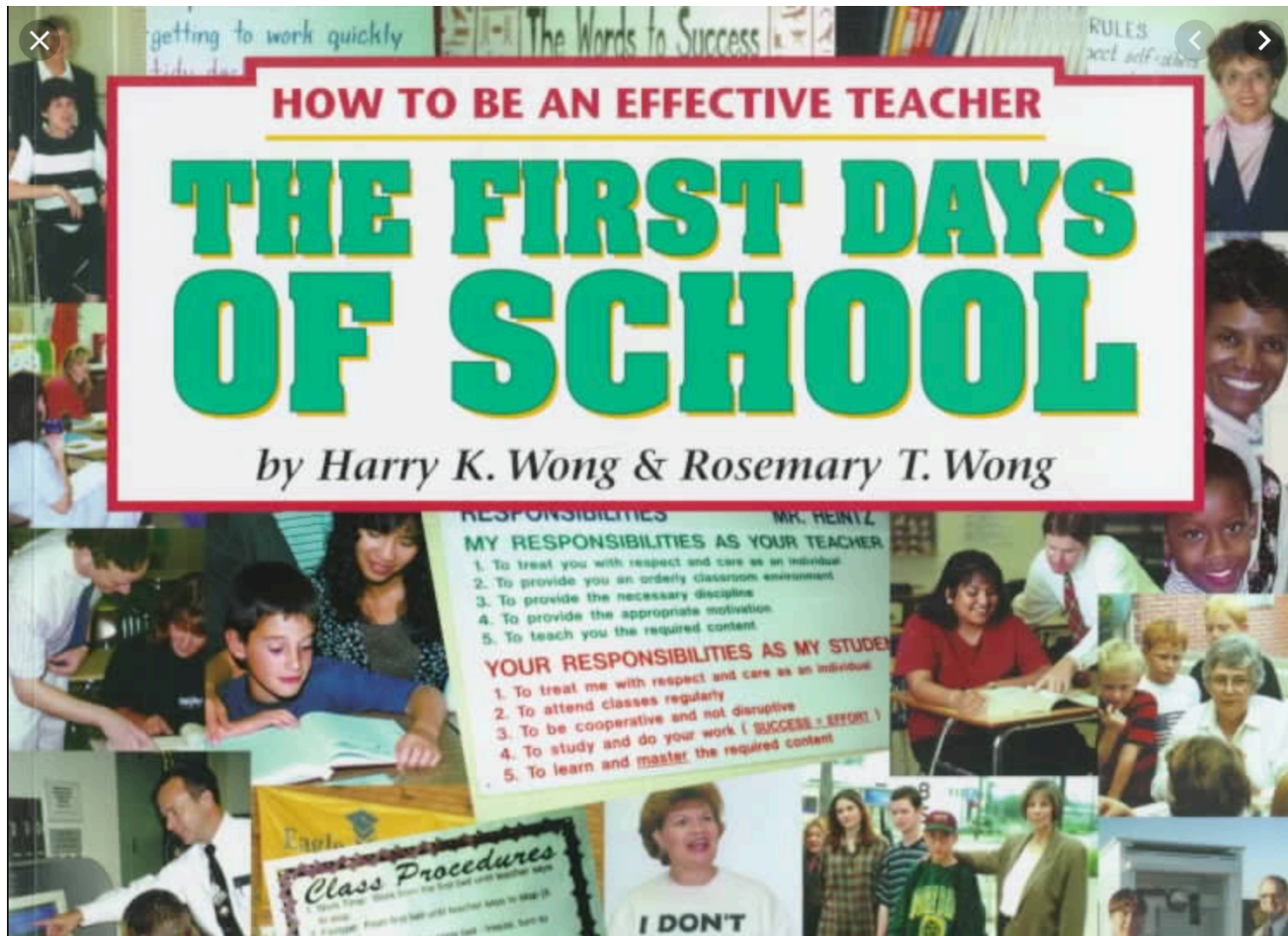
<https://www.youtube.com/watch?v=vzKryaN44ss>

## Mindfulness app



# A Great Read...

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Wong, H. K. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.

# Discussion Time: Use the Chat Box...



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

What do we  
*KNOW*? What  
can we *SHARE*?

## Practice in Action



HEALTHY  
NATIVE  
YOUTH



# Find Curriculum on Healthy Native Youth



Search for lessons, subjects and videos



HOME

CURRICULA & LESSONS

RESOURCES & SUPPORT

ABOUT

find curricula

## 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



# What do you KNOW? What can you SHARE?

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



Instagram

# 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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## □ **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

**Second  
Wednesday of  
Every Month**

**10:00-11:00 AM PST**

- **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



**HEALTHY  
NATIVE  
YOUTH**

## How to Join

**AT THE TIME OF MEETING,  
JOIN US VIA ZOOM:  
[HTTPS://ECHO.ZOOM.US/J/45  
8332611](https://echo.zoom.us/j/458332611)**

**JOIN BY PHONE ONLY:  
+1 669 900 6833**



# Thank you! Other questions?

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## 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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