



FACILITATOR MANUAL



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We R Native Curriculum Overview

Curriculum Background and Description:

The We R Native Curriculum was developed by the Northwest Portland Area Indian Health Board (NPAIHB) as part of a multimedia health resource for Native teens and young adults. The We R Native program includes a text messaging service, social media pages (Facebook, Twitter, Instagram and YouTube), a website, monthly contests, community service grants, an online Q&A resource (Ask Auntie) and this curriculum.

We R Native Program Components:



Curriculum Implementation:

This curriculum has been adapted by the Inter-Tribal Council of Michigan (ITCMi) in partnership with Nicole Trevino Consulting to provide access to vital health information to youth in Michigan and beyond. The combination of contributions by NPAIHB and ITCMi provide an educational resource for young people that incorporates connection to culture as a protective factor, while covering important information about suicide prevention, mental health, sexual health, dating and relationships, drug and alcohol use and bullying. Throughout the curriculum, youth are building skills in evaluating the quality of information on health topics to increase their health literacy skills. The curriculum concludes with a call to action and support for youth participants to make a difference in their own communities. Communities are encouraged to adapt the curriculum to align it to the needs of their youth.

The curriculum is designed to be used in partnership with the other We R Native Program Components (above). Encourage students to sign up for the text messaging line, send questions to Ask Auntie, and engage in the social media pages! Promoting the community service grants and WRN Ambassador Program are great ways to help your students continue engaging in positive activities after you complete the curriculum. This will enhance their learning and create more exciting opportunities to access health information.

Grade Levels:

Ages 13-18, Grades 8-12

Curriculum Goals:

- Students will be able to evaluate and support claims in an analysis of an online health resource: *We R Native* by using valid reasoning and relevant and sufficient evidence.
- Students will be able to demonstrate their understanding of health topics by both designing and developing a plan for a community service project.

Curriculum Objectives:

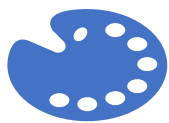
- Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.
- They become proficient in new areas through research and study.
- They refine and share their knowledge through writing and speaking.
- They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Planning and Preparation:

In preparation for the last lesson, explore We R Native's Get Involved section, and its community service grant application. Look at present and previous community service grant recipient projects. For more ideas check out: DoSomething.org. Decide whether you would like students to submit their own community service grant application, or if you would like to do one together as a class, or with multiple classes/ grade levels. Many schools and implementation sites are also creating digital stories as low-cost ways for youth participants to share what they learned with their classmates and community.

Communicate and collaborate with a school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the sensitive topics found throughout this unit, especially the lessons on drugs and alcohol, suicide prevention, sexual health, relationships, and bullying. If possible, see if there is interest in having a guest speaker come to the class to discuss various topics. Cultural departments within your tribe and elders can also be a great resource for some of the cultural teaching opportunities throughout the curriculum.

Facilitator Notes:



Throughout the curriculum, you will see the symbol on the left followed by a Facilitator Note. The facilitator notes will provide alternative methods for teaching the same content in a different way. The We R Native curriculum has many research worksheets, which are great for teaching students how to search for and identify credible health information online. These worksheets can become cumbersome or challenging in some settings, such as afterschool, when students don't want to do activities that remind them of school. The alternate activities can also be helpful if you feel the group's energy is low and you need them to get up and moving or to be creative. If using these alternate activities, be sure to have the materials needed for the alternate activities on hand ahead of time.

Curriculum Units Outline

The We R Native Curriculum has been split into 5 Units, with 2 Lessons each in order to make navigating the curriculum implementation and fidelity monitoring easier. Below is a list of the Units, Lessons within each unit, and Adult Preparation Topics and General Topics covered by the Unit. The Adult Preparation Topics are federally designated topics that support youth development and preparation for adulthood. The Topics Covered column can be used to identify alignment with your local needs assessment.

Unit	Lessons	Adult Preparation Topics Covered	Topics Covered
Unit 1. Introducing We R Native Program and Website	1. We R Native Introduction 2. Media Literacy: Is We R Native a Reliable Resource?	<ul style="list-style-type: none"> • Healthy Life Skills • Parent Child Communication Skills 	<ul style="list-style-type: none"> • Positive Peer Role Models • Media/Health Literacy • Connection to Culture/Community
Unit 2. I Strengthen My Nation	3. Drugs and Alcohol Research and Report 4. Ask Auntie	<ul style="list-style-type: none"> • Positive Adolescent Development • Healthy Life Skills • Parent Child Communication Skills 	<ul style="list-style-type: none"> • Alcohol • Smoking • Marijuana Use • Help-Seeking
Unit 3. Native VOICES	5. Native VOICES Video 6. Healthy Relationships, Personal Rules and Consent	<ul style="list-style-type: none"> • Healthy Relationships • Healthy Life Skills • Positive Adolescent Development • Parent Child Communication Skills 	<ul style="list-style-type: none"> • Dating and Relationships • Sex • Forced Sex • Healthy Relationships • Consent
Unit 4. We Are Connected	7. We Need You Here. 8. Stand Up. Stand Strong.	<ul style="list-style-type: none"> • Healthy Life Skills • Healthy Relationships • Parent Child Communication Skills 	<ul style="list-style-type: none"> • Suicide • Depression • Bullying • Positive Peer Role Models
Unit 5. Make a Difference	9. Make a Difference in Your Community 10. Make a Plan for Your Community	<ul style="list-style-type: none"> • Healthy Relationships • Healthy Life Skills • Education and Employment Preparation • Parent Child Communication Skills 	<ul style="list-style-type: none"> • All Topics

Additional Content and Resources

We R Native Website:

www.wernative.org

We R Native Text Line:

Text NATIVE to 97779

We R Native Social Media:

Facebook: <https://www.facebook.com/weRnative>

YouTube: <https://www.youtube.com/user/weRnative>

Twitter: <https://twitter.com/weRnative>

Instagram: <https://www.instagram.com/wernative/>

We R Native Contests:

<https://www.wernative.org/contests/>

We R Native Community Grants:

<https://www.wernative.org/my-impact/grants>

Ask Auntie (online Question and Answer service):

<https://www.wernative.org/ask-auntie/chat.htm>

Healthy Native Youth:

<https://www.healthynativeyouth.org/>

Northwest Portland Area Indian Health Board:

<http://www.npaihb.org/>

Inter-Tribal Council of Michigan

<http://www.itcmi.org/>

Other supportive medically accurate information on the web is located at:

- Birth Control (including effectiveness rates):
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>; and
<http://www.contraceptivetechnology.org/wp-content/uploads/2013/09/CTFailureTable.pdf> ;
and <https://www.hhs.gov/opa/pregnancy-prevention/index.html>; and
<https://www.womenshealth.gov/a-z-topics/birth-control-methods>
- STD: https://www.cdc.gov/std/healthcomm/fact_sheets.htm; and
<https://medlineplus.gov/sexuallytransmitteddiseases.html>; and
<https://www.hhs.gov/opa/reproductive-health/sexually-transmitted-infections/index.html>
- HIV/AIDS: <https://www.hiv.gov/>; and <https://www.cdc.gov/hiv/default.html>; and
<https://medlineplus.gov/hiv aids.html>; and <https://aidsinfo.nih.gov/>
- Pregnancy: <https://www.womenshealth.gov/pregnancy>; and
<https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/index.html>
- Puberty and Anatomy Information: <https://www.girlshealth.gov/body/index.html>; and
<https://medlineplus.gov/puberty.html>; and
<https://training.seer.cancer.gov/anatomy/reproductive/>; and
- Nutrition: <https://www.nutrition.gov/>
- Substance Abuse: <https://www.drugabuse.gov/>; and <https://www.samhsa.gov/>
- Mental Health: <https://www.mentalhealth.gov/>; and
<https://www.cdc.gov/mentalhealth/index.htm>

We R Native Lessons At-A-Glance

This section provides a quick overview of each lesson, the learning objectives, student outcomes, materials needed, and preparation required. This will assist your team in planning and preparing for implementation. Additional lesson outlines can be found at the beginning of each lesson.

Lesson 1: We Are Native Introduction

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>We Are Native Introduction</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> List the key concepts covered in the We R Native curriculum Prepare a life course plan that includes their goals for themselves and for their family and community Evaluate how their future goals relate to their current behaviors, role models, and community 	<ul style="list-style-type: none"> On a Poster or Flip Chart: We R Native Values Copies of <i>L1 Student Handout: My Vision for the Future</i> for each student Flip Chart & Markers or Whiteboard and Dry Erase Markers (for Group Agreements) Pens for the activity Materials for opening cultural activity (poem, prayer, quote, ritual or ceremony description) 	<ul style="list-style-type: none"> Identify a culturally appropriate and relevant quote, poem, and prayer or short ritual to open the program with. You can also invite a community elder, leader or member to lead this activity. Communicate and collaborate with school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the sensitive topics found throughout program; lessons on drugs and alcohol, suicide prevention, sexual health, relationships, and bullying. Check into the process for supporting students who may be experiencing trauma related to the issues discussed in the program. Collect the group agreements the students create in this lesson to bring to each class on a poster or to write on the board. Bring the We R Native Values poster to each class (if possible)

Lesson 2: Media Literacy: Is We R Native a Reliable Resource?

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Media Literacy: Is We R Native a Reliable Health Resource?</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> • Learn criteria for assessing the quality of informational sources and websites • Investigate an online health resource: <i>We R Native</i> • Assess the credibility of resources on the internet 	<ul style="list-style-type: none"> • Computer lab, or multiple computers • Headphones for each student • Access to We R Native: www.wernative.org • Copies of <i>Unit Vocabulary Sheet</i> for each student • Copies of <i>L2 Student Handout: 5 Key Media Literacy Concepts</i> for each student • Copies of <i>L2 Student Handout: Is We R Native a Reliable Resource?</i> for small groups • Pencils/pens • Flip chart paper to begin a <u>We R Native Resources</u> list that will be added onto at each lesson • Tape • Flip chart or white board • Notecards for questions • Question box 	<ul style="list-style-type: none"> • Book the computer lab, or laptops for the days of the program that require computer use, and if possible, headphones for each student. • Explore the site www.wernative.org and review what the "health resource" is. Review website and Media Literacy guide (also found in student handout), which students will use to assess the content of the website. • Prepare and post somewhere in the room the flip chart paper entitled: <u>We R Native Resources</u>. Include these headings: My Body, My Mind, My Culture, My Environment, Get Involved. At the end of the unit, consider posting this chart in the hallway, auditorium, or cafeteria where students can access it at all times. • Preview the <i>Student Handouts</i> for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of the lesson handouts for each student and small groups.

Lesson 3: Drugs and Alcohol Research and Report

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Drugs and Alcohol Research and Report</u></p> <p>Time: 50 Minutes</p> <p>Vocabulary: resource, role model, affects, prevention, *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons. Write vocabulary on the board or print additional vocabulary sheets if students haven't kept them.</p>	<ul style="list-style-type: none"> Summarize what they learned about drugs and alcohol using health resource; <i>We R Native</i> Test a health hotline/chat line Apply their understanding of reliable health resources to support a friend in need 	<ul style="list-style-type: none"> Computer lab, or multiple computers Headphones for each student Access to We R Native: www.wernative.org Copies of <i>L3 Student Handout: Drugs and Alcohol Research Guide</i> for small groups Copies of <i>L3 Homework Assignment: Contact a Help Line</i> for each student White board, or flip chart paper and markers Question Box Notecards for Questions 	<ul style="list-style-type: none"> Explore We R Native's drug and alcohol pages. Watch I Strengthen My Nation (2 minutes). Read through "Ask Auntie" Q&A page. Preview the <i>Student Handouts & Homework</i> for these lessons to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students and small groups. Prepare responses for questions received in last session. Communicate and collaborate with a school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the topic covered in this session: drugs and alcohol.

Lesson 4: Ask Auntie

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Ask Auntie</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> Summarize what they learned about drugs and alcohol using health resource; <i>We R Native</i> Test a health hotline/chat line Apply their understanding of reliable health resources to support a friend in need 	<ul style="list-style-type: none"> Computer lab, or multiple computers Headphones for each student Access to We R Native: www.wernative.org Copies of <i>L4 Student Handout: "Ask Auntie" Drugs and Alcohol Advice</i> for each student White board, or flip chart paper and markers Question Box Notecards for Questions 	<ul style="list-style-type: none"> Explore We R Native's drug and alcohol pages. Watch I Strengthen My Nation (2 minutes). Read through "Ask Auntie" Q&A page. Preview the <i>Student Handouts & Homework</i> for these lessons (3 and 4) to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students and small groups. Prepare responses for questions received in last session. Communicate and collaborate with a school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the topic covered in this session: drugs and alcohol.

Lesson 5: Native VOICES Video

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Native VOICES Video</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> Evaluate the <i>Native VOICES</i> video through a facilitated group discussion and handout Create their own life goals and personal values after watching the video 	<ul style="list-style-type: none"> Copies of L5 Student Handout: Native VOICES Review Sheet Flip Chart or Whiteboard Markers Pencils/pens Question Box and note cards <p>Option 1: Watch together</p> <ul style="list-style-type: none"> TV or computer with a DVD player, or access to the video online: Native VOICES A projector and audio equipment, if you're showing the video to a large group <p>Option 2: Watch independently</p> <ul style="list-style-type: none"> Computer lab, or multiple computers Headphones for each student Access to We R Native: Native VOICES 	<ul style="list-style-type: none"> Watch Native VOICES (23 minutes). Decide whether you would like your class to watch the film together, or independently. Watching together is preferred. Research where youth can go for sexual health questions/care, STD/pregnancy testing, and where they can get free/low cost condoms or other forms of contraception. You will provide this information during the group discussion. Preview the <i>Student Handouts</i> and <i>Homework Assignment</i> for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of handouts for your students.

Lesson 6: Healthy Relationships, Personal Rules and Consent

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Healthy Relationships, Personal Rules and Consent</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> • Identify characteristics of healthy and unhealthy relationships • Define their own personal rules and boundaries • Discuss consent and respecting others' rules and boundaries 	<ul style="list-style-type: none"> • Flip chart paper • Markers • Spare paper and pens for small group activity • Question Box and Note Cards • Copies of the <i>L6 Student Handout: Native VOICES Personal Rules</i> for each student 	<ul style="list-style-type: none"> • Review information on We R Native website about dating and healthy relationships • Review discussion questions and prepare for student response options and positively reframing any responses that don't align with consent and healthy relationships. • Prepare answers to any question box questions you received last lesson. • Write the questions for the group discussion on the board. • Find a quote, poem, song or tradition for the closing.

Lesson 7: We Need You Here.

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>We Need You Here.</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> • Discuss what they learned from watching I'm Still Here. We Need You Here (3 videos total) • Investigate suicide warning signs and ways to help • Create a suicide prevention sign to post on social media using #WeRNative #WeNeedYouHere 	<ul style="list-style-type: none"> • Computer lab, or multiple computers • Headphones for each student • Access to We R Native: I'm Still Here (2 minutes), We Need You Here (1:20), and We Need You Here (1 minute) • Copies of the <i>L7 Student Handout: Suicide Prevention Research Guide</i> • Copies of the <i>L7 Student Handout: My Support Plan</i> • Copies of <i>L7 Class Activity: We Need You Here Sign</i> • Class camera, or allow students to use smart phones • White board, or flip chart paper • Pencils/ pens, markers • Question Box and Note Cards 	<ul style="list-style-type: none"> • Watch I'm Still Here (2 minutes), We Need You Here (1:20), and We Need You Here (1 minute). • Preview the <i>Student Handouts</i> for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students. • Inform your school counselor/ psychologist that today's lesson will cover suicide prevention and that you will encourage students to contact them if they feel they would like to. Consider inviting a mental health professional to help lead or be available during the lesson.

Lesson 8: Stand Up. Stand Strong.

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Stand Up. Stand Strong.</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> Investigate bullying and bystander intervention and ways to help using health resource: <i>We R Native</i> Summarize what they learned about bullying and bystander intervention Evaluate and generate a response to help a classmate with bullying 	<ul style="list-style-type: none"> Computer lab or multiple computers Access to We R Native: www.wernative.org Copies of the <i>L8 Student Handout: Bullying Research Guide</i> Copies of ½ sheet <i>L8 Class Activity: In what ways have you ever felt bullied?</i> 1 Copy of the Sacred Circle Story: https://www.wernative.org/articles/the-sacred-circle White board, or flip chart paper Pencils/pens Ball of yarn/ jute or other thick string-big enough for The Sacred Circle activity 	<ul style="list-style-type: none"> Explore We R Native's bullying pages: Stand Up. Stand Strong. Don't just Stand by. Read about the five steps to intervene with a bully: 1) Notice, 2) Identify, 3) Take Responsibility, 4) Decide to Help, 5) Intervene. Cut pages in half (enough for each student)– L8 Class Activity: In what way have you ever felt bullied? Print the story, The Sacred Circle to read during the opening activity and review ahead of time. Preview the Student Handout and Class Activity for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students. Look into both local and national bully prevention resources to share with students. If there is an anti-bullying club at the school be sure to share information on/from the club with students and inform the club representatives of the class session.

Lesson 9: Make a Difference in Your Community

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Make a Difference in Your Community</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> Interpret what <i>activism</i> is Generate ideas for a community service project based on what they have learned throughout unit Devise and develop a plan for community service project Submit, or reflect on a <i>We R Native</i> community service mini-grant application 	<p>Lesson 9</p> <ul style="list-style-type: none"> Computer lab or multiple computers If each student has their own computer, headphones for each computer Access to We R Native: www.wernative.org Copies of <i>L9 Student Handouts: Make a Difference in Your Community</i> Four sheets of flip chart paper, tape Multiple colors of sticky note pads (each student should have at least 15) Pencils/pens Question Box and Note Cards 	<p>Lesson 9 & 10 Preparation:</p> <ul style="list-style-type: none"> Explore <i>We R Native's</i> Get Involved section. Look at past and present community service grant recipient projects. For more ideas check out: Do Something.org. Preview the <i>Student Handouts</i> for these lessons to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students. Reach out to a community leader or elder about sharing a statement on the importance of activism and service to promote the health and wellbeing for our community. You can even ask the leader or elder to help lead either of these sessions. Prep flip chart paper signs. At the top of each paper write one of the following questions: 1) What is activism? 2) Why is 'activism' important to <i>me</i>? 3) How could my actions affect my family, friends, community? 4) What are <u>three</u> things I could do? Hang them up in four different places throughout the room.

Lesson 10: Make a Plan for Your Community

Lesson Overview	Students will	Materials	Preparation
<p>Lesson Title: <u>Make a Plan for Your Community</u></p> <p>Time: 50 Minutes</p>	<ul style="list-style-type: none"> Interpret what <i>activism</i> is Generate ideas for a community service project based on what they have learned throughout unit Devise and develop a plan for community service project Submit, or reflect on a <i>We R Native</i> community service mini-grant application 	<p>Lesson 10</p> <ul style="list-style-type: none"> Flip chart paper, enough for 1-2 sheets per small group Markers Copies of <i>L10 Student Handouts: Make a Plan to Change Your Community</i> Copies of <i>L10 Student Handout: We R Native Community Service Application</i> Pencils/pens Question Box and Note Cards 	<p>Lesson 9 & 10 Preparation:</p> <ul style="list-style-type: none"> Explore <i>We R Native's</i> Get Involved section. Look at past and present community service grant recipient projects. For more ideas check out: Do Something.org. Preview the <i>Student Handouts</i> for these lessons to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students. Reach out to a community leader or elder about sharing a statement on the importance of activism and service to promote the health and wellbeing for our community. You can even ask the leader or elder to help lead either of these sessions. Prepare final cultural teachings to share with the students.

Lesson 1: We R Native Introduction

Overview

Lesson Title: We R Native Introduction

Time: 50 minutes

Lesson Objectives:

- Establish a safe, supportive and inclusive environment for the youth participants in the program
- Raise participant's consciousness of health topics in the curriculum
- Connect health topics and current behaviors to future goals

Students will:

- List the key concepts covered in the We R Native curriculum
- Prepare a life course plan that includes their goals for themselves and for their family and community
- Evaluate how their future goals relate to their current behaviors, role models, and community

Materials

- On a Poster or Flip Chart: We R Native Values
- Copies of *L1 Student Handout: My Vision for the Future* for each student
- Flip Chart & Markers or Whiteboard and Dry Erase Markers (for Group Agreements)
- Pens for the activity
- Materials for opening cultural activity (poem, prayer, quote, ritual or ceremony description)

Preparation

- Identify a culturally appropriate and relevant quote, poem, and prayer or short ritual to open the program with. You can also invite a community elder, leader or member to lead this activity.
- Communicate and collaborate with school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the sensitive topics found throughout program; lessons on drugs and alcohol, suicide prevention, sexual health, relationships, and bullying. Check into the process for supporting students who may be experiencing trauma related to the issues discussed in the program.
- Collect the group agreements the students create in this lesson to bring to each class on a poster or to write on the board.
- Bring the We R Native Values poster to each class (if possible)

Lesson 1 Outline: We R Native Introduction

Lesson Purpose:

The primary purpose of this lesson is to create safety, group cohesion, and connection to the We R Native program. This session introduces participants to the We R Native program and the topics that will be covered, cultural teachings, and the We R Native Values. It also asks youth to create a vision for their future that will help connect risk-taking and health behaviors to their desired future throughout the program.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Introductions	<ul style="list-style-type: none"> • Introduce We R Native Program • Cultural Teaching • Participant introductions 	Minilecture Cultural Teaching Large Group Discussion	15 minutes	<ul style="list-style-type: none"> • Cultural Competence • Safety • Youth Programs
Values and Group Agreements	<ul style="list-style-type: none"> • WRN values • Group agreements • Confidentiality and safety statements 	Minilecture Brainstorm Minilecture	15 minutes	<ul style="list-style-type: none"> • Responsibility • Safety • High Expectations • Positive Peer Influence • Caring School Climate
Vision for Our Future	<ul style="list-style-type: none"> • Introduce activity • Participants work individually on visions • Group vision sharing and discussion 	Minilecture Individual Work Large Group Discussion	15 minutes	<ul style="list-style-type: none"> • Positive View of Personal Future • Planning and Decisions Making • Personal Power • Sense of Purpose
Closing	<ul style="list-style-type: none"> • Reflection on learning • Preview of next class 	Large Group Reflection	5 minutes	<ul style="list-style-type: none"> • Positive Family Communication • Community Values Youth

Adult Preparation Topics Covered:

- Healthy Life Skills
- Parent Child Communication Skills

Topics Covered:

- Positive Peer Role Model Development
- Connection to Culture/Community
- Future Planning

Procedures

Welcome and Introduction

1. Introduce We R Native Program (As a Group-2 minutes)

- Say, "Welcome to the We R Native Program. The We R Native program began from a website, developed by and for Native youth just like you. This website and the program we are going to be going through will help you understand important health information, connect your culture to your health and wellbeing, get involved in supporting the health of your peers and community, and learn about media literacy to help you access honest and truthful information to make informed decisions throughout your life."

2. Cultural Teaching (3 minutes)

- Say, "Before we get started today, we're going to take a moment to bring our culture and community into this room and into our focus". Share a brief culturally appropriate quote, poem, prayer, or short ritual or ceremony description with the group. Thank the students for listening or participating.

3. Student Introductions (10 minutes)

- Ask the students to share their name, the community or tribe they are from and a future goal they have for themselves (related to their health, family, education, or career) with the group. Thank them for sharing.

Values and Group Agreements

4. WRN Values (As a group-3 minutes)

- Say, "The We R Native program has 5 values that I have put up on this poster. Let's say them together".
 - We Are Native. We are members of diverse and vibrant communities. Learn more about your culture, history, and current events.
 - I am Strong in Mind and Spirit. By sharing with one another, we can teach each other lessons about self-confidence, self-respect, pride, courage, and spirituality.
 - I Control My Body. My body is mine and mine alone. I have control over my physical and sexual health.
 - We Are Not Alone. Regardless of the issue, there are other Native teens and young adults going through the same life challenges...hear their stories and share your own. Together we can support one another through tough times and come out stronger in the end.
 - We Can Change Our World. Community involvement is something that can start small and make a big impact. We have the tools you need to get started shaping your community in positive ways.

5. Group Agreements (As a Group- 10 minutes)

- Say, "Now that we've heard about the We R Native Values, let's talk about how we want to build our community and our relationship with each other in this program. Throughout this program, we will be talking about lots of topics, such as drugs, alcohol, sexual health, mental health, bullying, media literacy and community activism. What are some group agreements we can make together that will help us all feel safe, respected, supported and able to share and learn in this group?"
- Note student responses on a whiteboard, chalk board, or flip chart paper. Be sure responses include: Respecting each other, Active Listening, Practicing Confidentiality, Being Non-judgmental or Accepting/Embracing our Differences, Speaking for Yourself/Only Sharing Your Own Stories, Not Generalizing or Stereotyping, etc. Remember: take these responses with you and put on a poster or flip chart for every class.
- Ask the group if they can all agree to make sure they are all onboard with the group agreements.

6. Confidentiality and Safety Statements (2 minutes)

- Say, "I want to note one of the exceptions to confidentiality on our group agreements. If a participant shares information that indicates the potential of harm being done to themselves or others, as your facilitator and as a mandated reporter, I have a legal responsibility to report this information to the appropriate authorities. I do this not to get anyone in trouble, but to ensure your safety and wellbeing and the safety and wellbeing of others. Are there any questions about this?"
- Say, "Also, before we dive into the content of this program, we want to acknowledge that some participants may be dealing with past or present challenges in their lives related to some of the topics we are going to cover. Different people handle and cope with challenges and trauma in a range of ways. I am here to support anyone who needs assistance and to provide them resources that can offer help."
- Say, "Thank you for creating this list of group agreements to help keep our group safe and supported. I will be bringing this list to each session we have together to reference and to ensure that each of our agreements are being honored throughout the program."

Vision for Our Future

7. Introduce Activity & Participants Work Individually (8 minutes)

- Say, "Each of us are our own person, but we're also part of a network of other people that can include our school, our friends, family, and our community. We're also part of a culture or may be part of several cultures. There are many aspects of lives that make up who we are, including our future goals. All of you shared one goal you have for yourself during our introductions. Now we are going to create a vision for our futures that includes our personal goals as well as goals we'd like to achieve as part of our culture and families, or how we'll make an impact on our communities. I'm going to hand out an activity that we'll spend a few minutes working on individually and then I'll ask if some of you want to share yours with the group".
- Give students a few minutes to fill out their worksheets. Give them a 2-minute warning before time is up.



Facilitator Note: This activity can also be done as a drawing on a flip chart or large sized paper. Have students draw themselves and their goals for their own life in the middle and surround themselves with drawings that represent visions or goals for their relationships, culture or impact. If you do this as a drawing activity, you will need drawing paper and plenty of markers, crayons, or colored pencils for them to use.

8. Group Vision Sharing & Discussion (7 minutes)

- Say, "who would like to share their vision for the future?"
- Take 1-3 volunteers and give students 1-2 minutes each to share.
- Thank the students for completing their vision for the future activity and remind them to keep this worksheet as it may help with their community service projects in the last part of the program.
- Say, "Let's talk about the activity. Remember our group agreements!" Then select only a few of the discussion questions below and take 1-2 quick responses.
 - Why is it important to think about your health and wellbeing when planning your future goals?
 - How can setting a goal for your tribe or community help you?
 - How can drugs, alcohol or sexual activity impact your goals?
 - What role does our mental wellbeing play in achieving our goals?
 - How can learning about media literacy, community involvement, and activism shape our vision for the future?
 - How do you play a role in keeping yourself and your community safe and healthy?
- Thank the students for participating and tell them you look forward to learning more about their future goals and vision throughout the program. Ask them to share some of their future goals with their parents or caregivers.

Closing

9. Reflection on Learning (3 minutes)

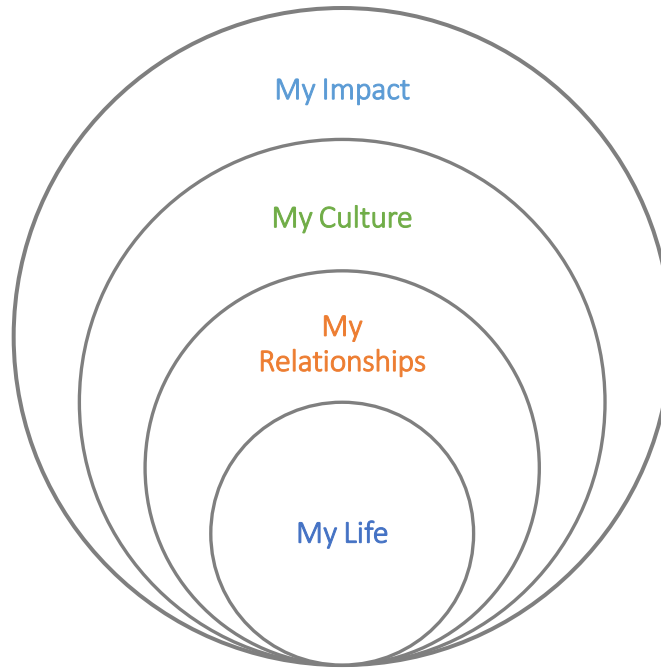
- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"

10. Preview of Next Class (2 minutes)

- Mention the next meeting time, location and the topic that will be covered.

L1 Student Handout: My Vision for the Future

Think about a goal or a vision that you have for the each of the following:



Instructions: Write your goals for each area of your life below:

A goal I have for My Life, including my body or mind, is:

A goal I have for My Relationships, including my family or friendships, is:

A goal I have for My Culture, including my traditions, identity, or the environment, is:

A goal I have for making My Impact, including doing something to support my community or classmates, is:

Lesson 2: Media Literacy – Is We R Native a Reliable Resource

Overview

Lesson Title: Media Literacy - Is We R Native a Reliable Resource?

Time: 50 minutes

Students will:

- Learn criteria for assessing the quality of informational sources and websites
- Investigate an online health resource: *We R Native*
- Assess the credibility of resources on the internet

Materials:

- Computer lab, or multiple computers
- Headphones for each student
- Access to We R Native: www.wernative.org
- Copies of *Unit Vocabulary Sheet* for each student
- Copies of *L2 Student Handout: 5 Key Media Literacy Concepts* for each student
- Copies of *L2 Student Handout: Is We R Native a Reliable Resource?* for small groups
- Pencils/pens
- Flip chart paper to begin a We R Native Resources list that will be added onto at each lesson
- Tape
- Flip chart or white board
- Notecards for questions
- Question box

Preparation:

- Book the computer lab, or laptops for the days of the program that require computer use, and if possible, headphones for each student.
- Explore the site www.wernative.org and review what the "health resource" is. Review website and Media Literacy guide (also found in student handout), which students will use to assess the content of the website.
- Prepare and post somewhere in the room the flip chart paper entitled: We R Native Resources. Include these headings: My Body, My Mind, My Culture, My Environment, Get Involved. At the end of the unit, consider posting this chart in the hallway, auditorium, or cafeteria where students can access it at all times.
- Preview the *Student Handouts* for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of the lesson handouts for each student and small groups.

Other supportive medically accurate information on the web is located at:

- Birth Control (including effectiveness rates):
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>; and
<http://www.contraceptivetechology.org/wp-content/uploads/2013/09/CTFailureTable.pdf> ;
and <https://www.hhs.gov/opa/pregnancy-prevention/index.html>; and
<https://www.womenshealth.gov/a-z-topics/birth-control-methods>
- STD: https://www.cdc.gov/std/healthcomm/fact_sheets.htm; and
<https://medlineplus.gov/sexuallytransmitteddiseases.html>; and
<https://www.hhs.gov/opa/reproductive-health/sexually-transmitted-infections/index.html>
- HIV/AIDS: <https://www.hiv.gov/>; and <https://www.cdc.gov/hiv/default.html>; and
<https://medlineplus.gov/hiv aids.html>; and <https://aidsinfo.nih.gov/>
- Pregnancy: <https://www.womenshealth.gov/pregnancy>; and
<https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/index.html>
- Puberty and Anatomy Information: <https://www.girlshealth.gov/body/index.html>; and
<https://medlineplus.gov/puberty.html>; and
<https://training.seer.cancer.gov/anatomy/reproductive/>; and
- Nutrition: <https://www.nutrition.gov/>
- Substance Abuse: <https://www.drugabuse.gov/>; and <https://www.samhsa.gov/>
- Mental Health: <https://www.mentalhealth.gov/>; and
<https://www.cdc.gov/mentalhealth/index.htm>

Vocabulary:

- web address, Internet, health resource, criteria, internal page, external link, media literacy, credible, quality.
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.
- Have students bring Unit Vocabulary Sheet to each class.

Lesson 2 Outline: Media Literacy- Is We R Native a Reliable Resource?

Lesson Purpose: The primary purpose of this lesson is to introduce media literacy concepts and the We R Native website to the students. This session allows students to explore new concepts around media literacy, practice critically evaluating a resource and offers the We R Native website as their first option to critique. In this lesson, the facilitator is also introducing the anonymous question box, which will be used throughout the program.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome participants Question Box Q&A Media Wave group energizer 	Minilecture Q&A Large Group Activity	5 minutes	<ul style="list-style-type: none"> Youth Programs Safety
Introducing Lesson Concepts	<ul style="list-style-type: none"> Introduction Review vocabulary Criteria Activity Review 5 Key Media Literacy Concepts 	Minilecture Brainstorm Minilecture/ Large Group Reflection	15 minutes	<ul style="list-style-type: none"> Planning and Decision Making
Is We R Native a Reliable Resource?	<ul style="list-style-type: none"> Introduce activity Small Group Activity/ Handout Activity Review and Group Sharing 	Minilecture Small Group Work Large Group Activity	25 minutes	<ul style="list-style-type: none"> Planning and Decision Making Honesty
Closing	<ul style="list-style-type: none"> Reflection on learning Preview of next class Cultural Teaching (if time allows) 	Large Group Reflection	5 minutes	<ul style="list-style-type: none"> Positive Family Communication Cultural Competence

Adult Preparation Topics Covered:

- Healthy Life Skills
- Parent Child Communication Skills

Topics Covered:

- Connection to Culture/Community
- Media/ Health Literacy
- Body, Mind, and Culture

Procedures

Welcome and Group Check In

1. Welcome Participants (2 minutes)

- Welcome participants and ask them if there are any questions before the lesson begins. Briefly answer 1-2 questions (if any).
- Say, "I am creating an anonymous question box in case you have questions for me that you don't want to ask in group or if we run out of time during sessions. I will answer questions briefly at the start of each session or will let you know when we will be covering that question in the program."

2. Lead the group in a brief energizer: Media Wave (3 minutes)

- Say, "Each of us uses lots of different kinds of media, some for fun (like social media apps and Netflix), some for education (like a library website or online research tool), some for information (like newspapers or news channels). We are going to very quickly go around the room and each of you will share what your favorite media platform is, such as, Instagram, Snap Chat, Instagram, a favorite website, etc. We're going to do this like "The Wave" in a stadium- when it comes to you, stand up (if you are able) and/ or raise both hands up and shout your favorite media."
- Quickly demonstrate "The Wave" with one other student to make sure everyone understands. Then ask one side of the room to start by saying, "Ready? Go!". Be sure to include your own response so that you are also sharing a favorite media source.
- Thank students for participating.

Introducing Lesson Concepts

3. Introduction (As a Group-2 minutes)

- Say, "Today we are going to be learning more about the *"We R Native" program and website: which is a resource for Native youth*. During *this* lesson you will get a chance to go through the website. You're going to determine if it is a reliable and credible resource that we could trust. It's important that every time you read something or use a media source, that you think about whether it is a reliable and credible source of information."

4. Review Vocabulary (As a Group- 5 minutes)

- Say, "Before we get started, let's talk about some key terms or vocabulary we are going to use throughout the program. Each lesson, we'll have new terms that we'll either review quickly or you will see on the board. I'll pass out a vocabulary sheet with all of the terms we'll use throughout the program for you to reference when you need to. When I say each term, you all quickly raise your hands tell me what that term means when I call on you." Say each term below. Response options are listed with them. Move through responses very quickly
 - Web Address- An internet address of a website.
 - Internet- A communication network that allows almost all computers worldwide to connect and exchange information.
 - Health Resource- A source of health information (online, a presentation, a pamphlet, or even an app).
 - Criteria- A standard of judgement or a set of rules for evaluating or testing something.

- Internal page (on a website)- A type of hyperlink on a website that when clicked takes you to another page or resource within the same website.
- External link (on a website)- a hyperlink that points to another website on the internet.
- Credible- it is believable, accurate and trustworthy source of information.
- Quality-well-made or durable
- Media literacy- Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.
- Say, "Media Literacy is such an important skill for us now because we take in information from many media sources and we also express ourselves through media sources all the time. It's important that we can identify credible sources, especially for health resources that will help us learn and make decisions for our health and wellbeing."

5. Criteria Activity & Review Media Literacy Concepts (Small Group/Large Group- 8 minutes)

- Say, "Before we start reviewing the We R Native site, we need to know if the website contains quality information that we can trust. We will be using 5 criteria to make a determination about the quality of information found on the website. We will also use these criteria to critique the website itself. Again, we will be looking at the *information* and the *website* as a whole. Before I introduce the Media Literacy Criteria, we are going to take some time to think of our own criteria."
- Say, "With the person next to you, brainstorm what type of criteria would you look for when trying to determine whether a website is credible, honest or is providing quality information"? Give students 30 seconds to discuss with a partner. Set a timer on your phone to signal to students when time is up (or bring a small instrument to play a sound).
- Distribute and discuss *L2 Student Handout: 5 Key Media Literacy Concepts. Read the five criteria titles and key questions out loud (Authorship- who created this message?, Format- what creative methods did they use to attract my attention?, Audience- who is this content developed for and how might different people understand this message?, Content- what information, values, lifestyles and opinions are represented in this message?, Purpose- why is this message being sent?). Ask students after each criterion if they came up with something similar.*
- Once you have gone through all of the Media Literacy Concepts, ask the students if they had any additional criteria that were not discussed. Write additional concepts on the board or a flip chart and thank the students for their ideas.
- Go over any computer lab, or ground rules you think are pertinent.

Is We R Native a Reliable Resource?

6. Introduce Activity (As a Group- 2 minutes)

- Say, "There are three handouts that cover three different sections of the website; My Body/My Relationships, My Mind, My Culture. Each group will review a different section of the website. You only need to complete the one section assigned to your group."
- Safety Statement- Say, "Some of the information and topics on the website may be sensitive to some of you. If anyone has any questions, feels uncomfortable or would like talk about some of the content you're reviewing, please feel free to let me know."

7. Small Group Activity (13 minutes)

- Break youth into groups of 2-3 and assign each group one section of the L2: Student Handout: 'Is We R Native a Reliable Resource?'. If there are more than three groups, have 2 groups assigned to the first page of the handout- My Body/ My Relationships and two groups assigned to the second page of the handout- My Mind.
- Distribute and discuss *L2 Student Handout: Is We R Native a Reliable Resource?*
- Say, "As you are reviewing the website, you will be looking up and assessing different health resources against the criteria and questions we discussed earlier. If you find a "high quality" page or link to an external resource, you can come up and write it up on the We R Native Resources list. We will have this list up for the whole program and we will be adding to it during each lesson. Any questions before we begin?"
- Have students type in the web address: www.wernative.org and begin answering their handout questions. Let them know how much time you will give them. 10 minutes should be enough time. Give them a five and one-minute warning.

8. Activity Review and Group Sharing (As a group- 10 minutes)

- Ask one person from each group to briefly share their answers for the section they reviewed (1-2 minutes per group).
- Ask some of the following processing questions:
 - What other questions come up for you?
 - Do you agree with this group's assessment of the page?
 - What is honesty or accuracy important when we are talking about health topics?

Closing

9. Reflection on Learning (As a Group- 4 minutes)

- Say, "What do you think the developers of *We R Native* are trying to achieve by providing this resource? Remind students that *We R Native* has a Facebook page they can 'like', as well as a Twitter, YouTube, and Instagram account they can subscribe to.
- Say, "How will you use what you learned today to improve your health? What is something you can share with friends, family and your community from today's lesson?"

10. Preview of Next Class (As a Group- 1 minute)

- Mention the next meeting time, location and the topic that will be covered.
- Remind them to submit questions to the question box for next time.

11. Cultural Teaching (If time allows)

- If time allows, close with a poem, art, song lyrics or a description of a cultural ritual or practice that ties into trust, truth, or trustworthiness.
- Have students shut down their computers.

L2 Student Handout: 5 Key Media Literacy Concepts

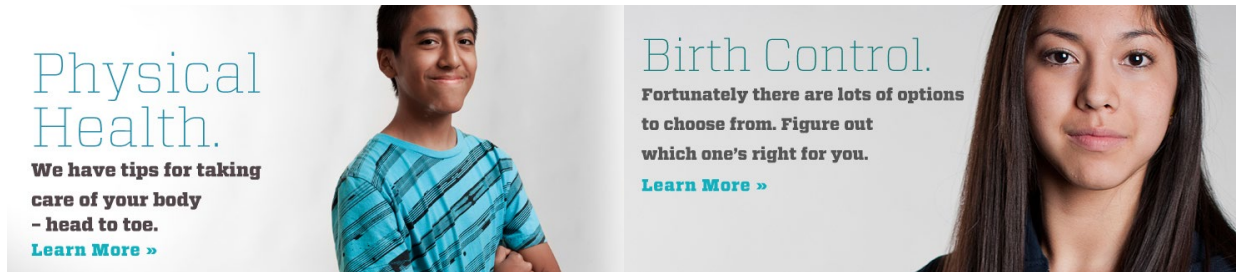
Media Literacy Concept	What it Means	Key Questions	Criteria for Quality Health Resources
Authorship	<ul style="list-style-type: none"> The person who wrote or developed the content The credentials of the author(s) or publisher 	<i>Who created this message?</i>	<ul style="list-style-type: none"> Look for media sources that come from websites with .org, .edu, or .gov as these are often more credible and reliable Look for contact information for the author of the website or media source
Format	<ul style="list-style-type: none"> The type of media: Website, News Article, Book, Application, etc. The style or creative design of the media 	<i>What creative techniques are used to capture my attention?</i>	<ul style="list-style-type: none"> Look for a well-designed website or media source that captures your attention and is memorable Look for media sources that are easily readable and accessible in various browsers Look for media that are accessible for people with disabilities
Audience	<ul style="list-style-type: none"> Who the messages or content is developed for Who the messages or content appeal to 	<i>How might different people understand this message differently?</i> <i>Who is this content developed for?</i>	<ul style="list-style-type: none"> Look for media sources that are inclusive for people of various backgrounds and identities Look for media sources that are objective and unbiased
Content	<ul style="list-style-type: none"> The information contained in the media source 	<i>What values, lifestyles, or points of view are represented in this media source or message?</i> <i>What values, lifestyles, or points of view are not represented in this media resource or message?</i>	<ul style="list-style-type: none"> Look for messages and media sources that can be verified and are free of mistakes Check how recent the content was updated or published- often sources with recently updated information are more accurate Look for a good variety of information that covers a range of content and topics
Purpose	<ul style="list-style-type: none"> The reason the messages or content has been created The use for the information or content 	<i>Why is this message being sent?</i>	<ul style="list-style-type: none"> Look for media sources and messages that have educational purposes when looking for health information Look for websites that appeal to youth and are interactive

SOURCE: <http://www.medialit.org/cml-medialit-kit>

L2 Student Handout: Is We R Native a Reliable Resource?

My Body and My Relationships

When navigating the “My Body and My Relationships” section of the www.weRnative.org website, you can find more information about physical health and sexual health. To navigate to these sections, select the My Life, and My Relationships sections of the menu.



1. Record one topic that you plan to investigate further:

2. List one internal page that addresses the topic you are investigating:

2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

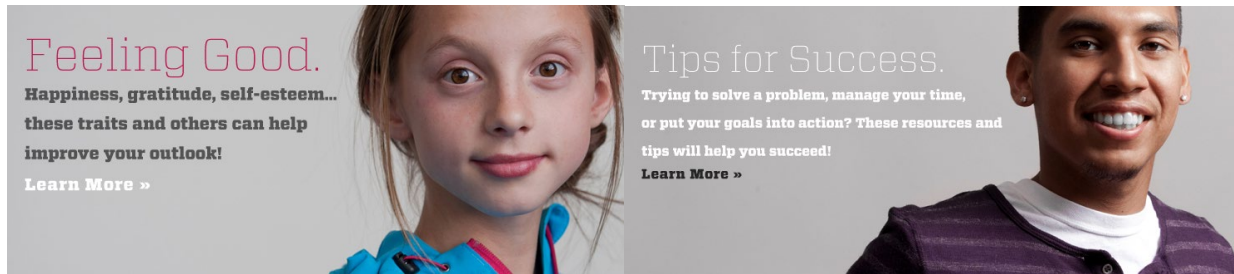
3. List at least one external resource or link that is included under the topic you are investigating:

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

L2 Student Handout: Is We R Native a Reliable Resource?

My Mind

When navigating the “My Mind” section of weRnative.org (under the My Life section), you can find more information about mental health and education & life skills. To navigate to these sections, select the My Life section of the menu.



1. Record one topic that you plan to investigate further:

2. List one internal page that addresses the topic you are investigating:

2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

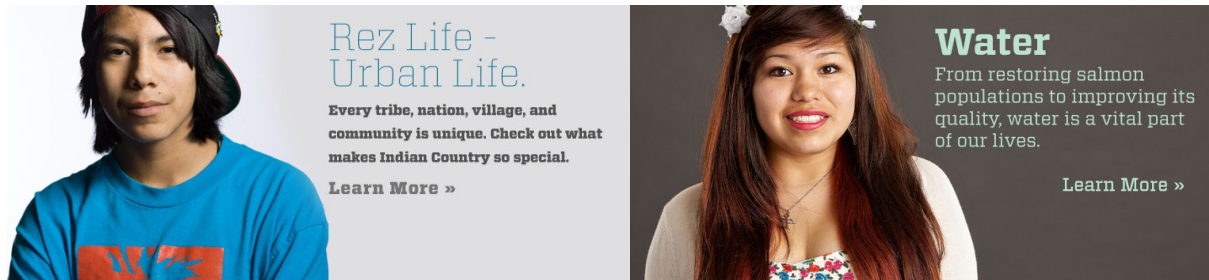
3. List at least one external resource or link that is included under the topic you are investigating:

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

L2 Student Handout: Is We R Native a Reliable Resource?

My Culture

When navigating the “My Culture” section of weRnative.org, you can find more information about culture, identity, native pride and the environment. To navigate to this section, select the My Culture section of the menu.



1. Record one topic that you plan to investigate further:

2. List one internal page that addresses the topic you are investigating:

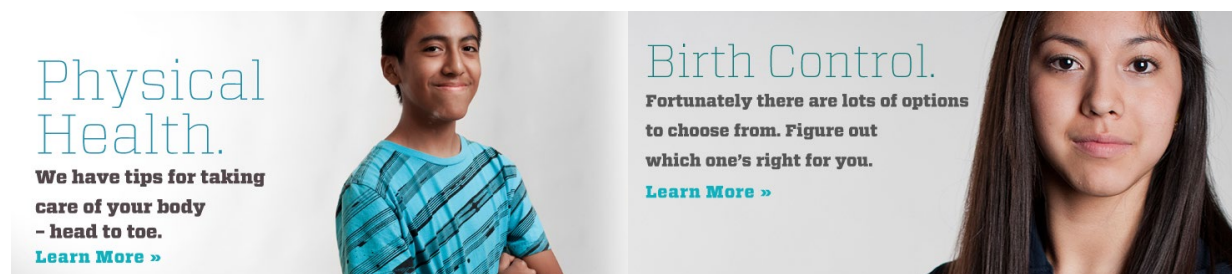
2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

3. List at least one external resource or link that is included under the topic you are investigating:

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

L2 Teacher Answer Sheet: Is We R Native a Reliable Resource?

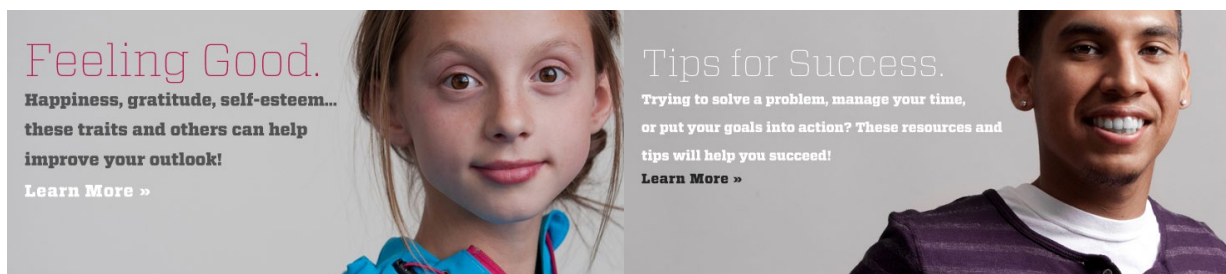
My Body and My Relationships



1. Record one topic that you plan to investigate further:
 - Under Physical Health: Physical Health, Nutrition, Alcohol, Traditional Games and Sports, Fitness, Drugs, Abuse, Violence and Sexual Assault, Common Diseases and Illnesses
 - Under Sexual Health: Puberty, Sexual Identity, Relationships and Dating, Virginity, Birth Control, Abuse, Violence and Sexual Assault, Anatomy, LGBTQ – Two Spirit, Protection – Reduce your risks, STDs, Pregnancy
2. List one internal page that addresses the topic you are investigating.
 - Answers will vary.
- 2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.
 - Answers will vary.
3. List at least one external resource or link that is included under the topic you are investigating.
 - Under Physical Health Resources: ChildHealth USA National Hotline, National Child Abuse Hotline, Boys Town Suicide and Crisis Line, National Domestic Violence Hotline, Nationwide RAINN National Rape Crisis Hotline, TeensHealth, Let's Move, Drugs + HIV Learn More, Truth, National Drug Information Treatment and Referral Hotline, Just Think Twice
 - Under Sexual Health Resources: Amplify Your Voice, It Gets Better, The Trevor Project, Native Youth Sexual Network, Planned Parenthood, It's Your Sex Life, I Know Mine, Sex Etc., Bedsider, National Sexually Transmitted Diseases Hotline, Scarleteen
- 3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.
 - Answers will vary.

L2 Teacher Answer Sheet: Is We R Native a Reliable Resource?

My Mind



1. Record one topic that you plan to investigate further:

- Under Mental Health: Feeling Good, Depression, Mental Health Difficulties, Suicide, Grief, Anger, When Life Sucks, Improve Your Mood, Anxiety
- Under Education & Life Skills: Managing School Pressures, Becoming Independent, Friendships, Bullying, Digital Life and Social Media, Communicating, Life Transitions, Dealing with Adoption or Foster Care, Family, Social Life, Life Tips, Gangs

2. List one internal page that addresses the topic you are investigating.

- Answers will vary.

2a. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.

- Answers will vary.

3. List at least one external resource or link that is included under the topic you are investigating.

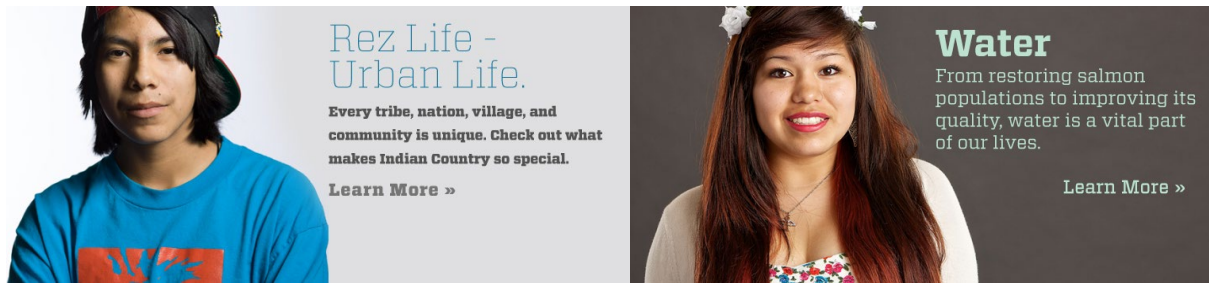
- Under Mental Health Resources: Reach Out, Suicide Lifeline, National Mental Health Association, Boys Town Suicide and Crisis Line, National Youth Crisis Hotline, Honoring Native Life, National Teen Dating Abuse Hotline, National Domestic Violence Hotline, Teen Line, Facebook Suicide Prevention Tool, Think b4 You Speak, Stop Bullying, Cyberbullying Research Center, Bullying Awareness Guidebook
- Under Education & Life Skills Resources: Teen Safety on the Internet, Wired Safety, Project Respect, Love is Respect, That's Not Cool, Where's Your Line?, American Indian College Fund, Center for Native American Youth, Young Worker Safety

3a. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.

- Answers will vary.

L2 Teacher Answer Sheet: Is We R Native a Reliable Resource?

My Culture



1. Record one topic that you plan to investigate further:
 - Under My Culture: Sacred Elements, History, Language, Identity & Native Pride, Rez Life – Urban Life, Traditional Stories & Teachings, Life Transitions & Coming of Age, Powwows, Wellness & Healing, Sovereignty
 - Under My Environment: Water, Native Energy, Take Action, Recycling, Land
2. List one internal page that addresses the topic you are investigating.
 - Answers will vary.
3. Read the page to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be considered a high-quality health resource.
 - Answers will vary.
4. List at least one external resource or link that is included under the topic you are investigating.
 - Under My Culture Resources: Native American Encyclopedia, Indian Country Today Media Network, Reconnecting the Circle, National Museum of the American Indian, Do Something, Amplify your Voice, United National Indian Tribal Youth (UNITY), Reach Out
 - Under My Environment Resources: Ecotrust, The Affiliated Tribes of Northwest Indians, Bonneville Power Administration, Office of Indian Energy Policy and Programs, Indigenous Environmental Network, Columbia River Inter-Tribal Fish Commission, Food Sovereignty, Tribal Gardens
5. Click on the external resource to review the content. Use the handout *Media Literacy Concepts* to review the Criteria for Quality Health Resources. Use at least three of the five Media Literacy Concepts and their criteria to defend why you think this website should or should not be included on the We R Native website.
 - Answers will vary.

Lesson 3: Drugs and Alcohol Research and Report

Overview

Lesson Title: Drugs and Alcohol Research and Report

Time: 50 minutes

Students will:

- Summarize what they learned about drugs and alcohol using health resource; *We R Native*
- Test a health hotline/chat line
- Apply their understanding of reliable health resources to support a friend in need

Materials:

- Computer lab, or multiple computers
- Post-it notes and pens
- Headphones for each student
- Access to We R Native: www.wernative.org
- Copies of *L3 Student Handout: Drugs and Alcohol Research Guide* for small groups
- Copies of *L3 Homework Assignment: Contact a Help Line* for each student
- White board, or flip chart paper and markers
- We R Native Resource List from previous session
- Question Box
- Notecards for Questions

Preparation:

- Explore We R Native's [drug](#) and [alcohol](#) pages. Watch [I Strengthen My Nation](#) (2 minutes). Read through "Ask Auntie" [Q&A page](#). Preview the *Student Handouts & Homework* for these lessons to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students and small groups. Prepare responses for questions received in last session.
-
- Communicate and collaborate with a school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the topic covered in this session: drugs and alcohol.

Vocabulary:

- resource, role model, affects, prevention,
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.
- Write vocabulary on the board or print additional vocabulary sheets if students haven't kept them.

Lesson 3 Outline: Drugs and Alcohol Research and Report

Lesson Purpose:

The primary purpose of this lesson is to engage youth in critical thinking about drugs and alcohol use and the impact of substance use on their minds, body, relationships and wellbeing. The lesson also strongly reinforces positive peer relationships as a protective factor from substance use.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A A Friend that Strengthens Me Group Energizer 	Minilecture Q&A Individual & Large Group Activity	5 minutes	<ul style="list-style-type: none"> Positive Peer Influence Youth Programs
Introducing Lesson Concepts	<ul style="list-style-type: none"> Review lesson topics Review lesson vocabulary 	Minilecture	10 minutes	
Drugs and Alcohol Research and Report	<ul style="list-style-type: none"> Small Group Research Activity Text Messaging Role Play Large Group Sharing 	Small Group Work Large Group Activity	20 minutes	<ul style="list-style-type: none"> Restraint from Alcohol and Drugs Resistance Skills Planning and Decision Making
I Strengthen My Nation Video	<ul style="list-style-type: none"> Introduce Video Watch Video Large Group Discussion 	Large Group Activity Large Group Reflection	10 minutes	<ul style="list-style-type: none"> Positive Peer Influence
Closing	<ul style="list-style-type: none"> Homework review Reflection on learning Preview of next class Cultural teaching (if time allows) 	Minilecture Large Group Reflection	5 minutes	<ul style="list-style-type: none"> Family Communication Homework
Adult Preparation Topics Covered: <ul style="list-style-type: none"> Positive Adolescent Development Healthy Life Skills Parent Child Communication Skills 				
Topics Covered: <ul style="list-style-type: none"> Alcohol Smoking Marijuana Use 				

Procedures:

Welcome and Group Check In

1. Welcome Participants (1 minute)

- Welcome participants and ask them if there are any questions before the lesson begins.

2. Question Box Q&A (1 minute)

- Respond to questions left in the question box

3. A Friend that Strengthens Me (3 minutes)

- Lead the full group in a brief energizer: A Friend That Strengthens Me:
 - Give each student a small stack of post-it notes and a pen or marker. Say, "Let's talk about ways that our friends can strengthen us or be positive peer role model. On your own, think about someone close to your age (a peer) who has helped you or has been a positive influence on you. Once you have someone in mind, write down one thing they did to support you or help you be your best or how they influenced you positively. Write each way they supported you on a separate post-it note and stick it up here on the board. Write as many as you can!" Pause to give students a few moments to think and write ideas. Once they have put their ideas on the board, ask, "Would anyone like to share something that your friend or peer has done- in just a few words- to strengthen you?" or "What do you notice about qualities and actions of friends that strengthen us?"
- Thank students for participating in the discussion.

Introducing Lesson Concepts

4. Review Lesson Topics (As a Group- 2 minutes)

- Say, "Today you are going to conduct research on drugs and alcohol using *We R Native's* website. As homework (tonight or this week), you will pick one health advice line to call or text, to report back to the class on. Based on your research, you will role play helping someone (tomorrow/during the next class), who might need help with a drug or alcohol problem."

5. Review Lesson Vocabulary (As a Group- 8 minutes)

- Go over lesson vocabulary if time allows or direct students to the vocabulary sheet.
 - Resource- a trustworthy source of information
 - Role Model- a person looked to by others as an example to be imitated (or to copy)
 - Affect- meaning to impact (or influence)
 - Prevention- the act of stopping something from happening
- Go over any computer lab, or group rules you think are pertinent. Break students into groups of 2-3 students.

Drugs and Alcohol Research and Report

6. Small Group Research Activity (In Small Groups- 10 minutes)

- Distribute and discuss L3 Student Handout: Drugs and Alcohol Research Guide.
- Remind students to add to the We R Native Resources list during the lesson as they find new resources to use.

- Safety Statement: Say, "The topics of alcohol and drugs can be sensitive for some people. If anyone has any questions, feels uncomfortable or would like talk about some of the content you're researching, please feel free to let me know."
- Have students type in the web address: www.wernative.org and find the My Life/My Body section that includes substance use. Once they locate the correct section, have them get into groups or work individually to begin answering their handout questions. Let them know how much time you will give them. 10 minutes should be enough time. Give them a five-minute warning to shift to second page and one-minute warning to finish up.

7. Text Messaging Role Play (As a group- 8 minutes)

- Say, "I will need 2-3 volunteers to be reporters for their groups." Pick, or have one or two students share their answers to the first page of the worksheet. Have one or two students volunteer to share their text messaging conversations from the second page of the worksheet. Thank the volunteers.

8. Large Group Sharing (As a group- 2 minutes)

- Say, "On your worksheets, you answered questions about how drugs and alcohol affect your body, mind and mental health, but also how they affect your relationships and community. It's important to recognize that our behaviors can negatively or positively impact those around us."



Facilitator Note: *To make this activity more creative and interactive, assign portions of the worksheet to groups of students to work on collaboratively. Here are some recommendations:*

My Life section of the worksheet:

Question 1. *Why do people use drugs- have students answer this question with information from the We R Native website as a poster presentation. Students can write out some of the reasons people use drugs and develop counter arguments (why people should not use drugs) for each reason. Materials: Flip chart paper and markers.*

Question 2: *How can drugs effect... - have students draw frames for a comic strip that shows how drugs effect each of the areas of their lives on the worksheet. Materials: White copy paper and markers.*

My Body section of the worksheet:

Scenarios 1-3- have students prepare the text messages they would send using the We R Native site for guidance and then prepare to act out the text conversation.

They could also draw a picture of something they would share on social media with friends or develop a role play that would demonstrate what to do in person for one of the scenarios- getting help, learning how to drink smart, or getting support for a serious alcohol issue. Assign one of the three scenarios per group. Materials: Copy or flip chart paper and markers.

If using these alternative options, more time may be needed to give students time to research, prepare, and then present their ideas.

I Strengthen My Nation Video

9. Introduce Video (As a group-1 minute)

- Say, "Next, we are going to watch a video called I Strengthen My Nation. The video mentions and shows alcohol and drugs and how young people have overcome using these substances in their own lives by looking for positive peers who have shown them a way to live without drugs and alcohol."
- Safety Statement: "If you feel uncomfortable with this content, please feel free to leave the room or turn away at any point. I am also here to talk if you want or need more support."

10. Watch Video (2-3 minutes)

- Watch as a group (or individually) [I Strengthen My Nation: https://youtu.be/oLoovbxaoFE](https://youtu.be/oLoovbxaoFE) (2 minutes).
- Have students shut down their computers/ phones if watching as a group.

11. Large Group Discussion (As a Group-6-7 minutes)

- When done with video, say, "Let's talk about what we saw in the video." Ask a few of the following processing questions:
 - "How have the people in the video overcome using substances like alcohol and drugs?"
 - Response Options: Influence or encouragement by friends who strengthened them.
 - "How do peers who are participating in drugs or alcohol or encouraging others to impact or affect others?"
 - Response Options: They may influence others to do things that don't strengthen them or affect them in a negative way.
 - "How do your actions affect the decisions of others or make a difference?"
 - Response options: You can influence others in a positive or negative way with your own behavior, including encouraging them to do other activities besides drugs and alcohol that are positive.
 - "Who are some people (adults or peers) from your community that make a positive difference? What do they do that strengthens their community?"
 - Response Options: Examples of positive adult or peer role models.
 - What is something you can do to be a positive role model for others?"
 - Response Options: Commitments to positive behavior that strengthens others and yourself.

Closing

12. Homework Review (2 minutes)

- Distribute and discuss L3 Homework Assignment: Contact a Help Line.
- Say, "For (tonight's/ this week's) homework you are to call or text a health resource hotline. The goal of this activity is to find out what it's like to call one of these lines, and what sort of advice they provide. We are going to discuss your experience in the next session. Any questions?"

13. Reflection on Learning (2 minutes)

- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?" Take 2-3 responses.

- Say, “If you or a friend, family member or someone from your community is struggling with alcohol or drug use, there are resources and support such as those on the Contact a Help Line worksheet. There are also local services like (name support services from your community) to help you. I am also here to support you and connect you to these resources in our community”.
- Pass out list of community resources on drug and alcohol abuse prevention and recovery.

14. Preview of Next Class (1 minutes)

- Mention the next meeting time, location and the topic that will be covered.

15. Cultural Teaching (If Time Allows)

- If time allows, close with a poem, song, or tradition description that incorporates the concepts of friendship or community.

L3 Student Handout: Drugs and Alcohol Research Guide

When navigating the “My Life” section of weRnative.org, you can find more information about physical health and drugs. To navigate to this section, select the My Life section of the menu, and under My Body, click Substance Abuse (wernative.org/my-life/my-body/substance-abuse).

1. Why do people use drugs?

2. How can drugs affect...

- Your Body

- Your Mental Health

- Your Life and your Future

- Your Relationships

- Your Community

When navigating the “My Body” section of weRnative.org, you can find more information about physical health and drugs. To navigate to this section, select the My Life section of the menu, and under My Body, click Substance Abuse (wernative.org/my-life/my-body/substance-abuse) and find the “Getting Help for Drug Use” “Drinking Smart” and “Helping a Friend with a Drinking Problem” pages. On this page, write text/DM messages you would send for each scenario. You can also use your phone to practice with someone in your group.

1. You need help with for a drug use problem, who would you text or call for support and what would you say?

YOU	
	FRIEND
YOU	
	FRIEND

2. Your friend doesn't know how to drink smart. What would tell them to help them drink in moderation and stay in control?

YOU	
	FRIEND
YOU	
	FRIEND

3. If a friend was experiencing a problem with drinking, what are 3 things you would do to help them? If you were going to write them a message about it, what would you say?

YOU	
	FRIEND
YOU	
	FRIEND

L3 Homework Assignment: Contact a Help Line

Call, text, or chat with one of the following resources. Use the script to learn more about the services they provide. Remember the goal of this is to learn what it's like to call one of these hotlines/chat lines.

Boys Town National Hotline

Boys Town is a 24-hour crisis, resource and referral line staffed by counselors who can respond to your questions about family and school problems, pregnancy, suicide, chemical dependency, sexual and physical abuse.

They also have a chat room staffed with trained counselors.

Call 1-800-448-3000 24 hours a day/7 days a week.

Love is Respect

Our peer advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships.

Chat at www.loveisrespect.org

Call: 1.866.331.9474 | Text: loveis to 22522 | available 24/7/365

National Suicide Prevention Lifeline

The National Suicide Prevention Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis. Its mission is to provide immediate assistance to anyone seeking mental health services. Call for yourself, or someone you care about.

Call 1-800-273-TALK (8255), 24 hours a day/7 days a week.

National Eating Disorders Association

The National Eating Disorders Association provides a toll-free helpline to connect people with resources, information, or referrals to national and local treatment providers.

Call 1-800-931-2237, Monday - Friday, 11:30 a.m. to 7:30 p.m. Eastern Standard Time.

StrongHearts Native Helpline

StrongHearts is a culturally appropriate, anonymous, confidential service dedicated to serving Native American survivors of domestic violence and concerned family members and friends.

1-844-7NATIVE (1-844-762-8483) Monday through Friday from 9 a.m. to 5:30 p.m. Central Standard Time.

Script: When you call, text, or chat, begin with:

Hi, my name is (NAME) and I'm a student at (SCHOOL). I am calling/chatting/texting today as a class homework assignment to learn more about your service. Would you mind if I asked you two questions? I understand if it's not a good time right now.

1. Write two questions that you would like the hotline to help answer for you:

2. Which advice line did you contact?

3. How quickly were they able to respond to your call/text?

4. How did they respond to your first question?

5. How did they respond to your second question?

6. What was the interaction like? Would you recommend the service to a friend? Why, or why not?

**As a courtesy, when you are finished with your call/text, please thank them for their time.*

Teacher Answer Sheet: Drugs and Alcohol Research Guide

How do drugs effect...

Your Body wernative.org/articles/impact-of-drug-use-on-your-body

- Physical injuries. When you're under the influence of drugs, your judgment may be impaired, and you might do things that you wouldn't normally do.
- Violence. Some drugs can increase the likelihood of violent behavior. Violence is never an acceptable way to react in a situation, and if you become violent when you use drugs, it's a good idea to re-evaluate your drug use and seek help.
- Internal damage. Use of some drugs can damage your internal organs, like your liver, brain, lungs, throat and stomach. For example, ordinary household glue can be characterized as a drug if sniffed. The chemicals in glue can cause hearing loss and kidney damage if they're inhaled over a long period of time. And continuous marijuana use can harm the parts of the brain that control memory, attention and learning.
- Pregnancy and STDs. While you're under the influence, you might be less likely to remember to have safer sex and not use protection like a condom. Unprotected sex can lead to pregnancy or the spread of STIs like HIV/AIDS.
- Risk of other infectious diseases. Sharing needles from injecting certain types of drugs can put you at major risk for getting diseases like Hepatitis C, Hepatitis B, as well as HIV.
- Addiction. When you take drugs, there's a chance that you could become dependent on them. This means that you might feel like you can't operate without drugs in your system or that you spend a lot of your time and energy finding and using the drug. If you or someone you know is struggling with addiction, there are resources to help you.

Your Mental Health wernative.org/articles/impact-of-drug-use-on-your-mental-health

- Stress. You might think that using certain drugs will help you relax and forget about the issues that cause stress. But long-term drug use can have a big impact on the way your brain works, and lead to increased anxiety and stress. There are many ways to cope with stress that do not involve the use of drugs or alcohol, such as exercise, meditation, hobbies, being outdoors and spending time with loved ones.
- Depression. Feeling low after using some drugs-including alcohol-is common. You might feel depressed because of the drug itself, or because of something that happened while you were using. Sometimes people use drugs as a way to cope with their depression, but drug use can often worsen these feelings. There are many ways to cope with depression that do not involve the use of drugs or alcohol, such as asking for help and support from an adult role model or doctor, exercise, meditation, hobbies, being outdoors and spending time with loved ones.
- Mental illnesses. Although scientists generally agree that there is a link between drug use and serious mental illnesses like schizophrenia, the National Institute on Drug Abuse says that it's still unclear whether serious drug use leads to these illnesses, or if having an illness increases a person's chances to abuse drugs.

Your Life wernative.org/articles/impact-of-drug-use-on-your-life

- Legal issues. Making, selling or having illegal drugs in your possession is against the law. It's also against the law to give prescription drugs to people who don't have a prescription from a doctor. Punishments for breaking these laws include having to go to court which might result in being sent to jail, having to pay hefty fines, or enter a rehabilitation program.
- Your relationships. When drug use becomes a larger part of your life, your relationships suffer. Conflict and breakdowns in communication can become more common.
- Your safety. Being under the influence of drugs could increase your chances of being in dangerous situations. The effects of some drugs can cause you to do things you might not usually do. You might also be putting yourself at risk of overdosing. Buying drugs or trying to get the money to buy drugs can also put you at risk.
- Your schoolwork. You might not immediately notice the impact that your drug taking is having on your schoolwork, but habitual drug use can prevent you from focusing on your responsibilities, like homework or concentrating in class. Your grades will suffer as a result.
- Your job. Drug use can also affect your ability to concentrate at work. The side effects of using drugs-like a hangover, or a "coming down" feeling-can reduce your ability to focus. Poor performance at your job could cause you to lose your job all together.
- Financial pressures. Regular drug use can become expensive. In extreme situations, people who are addicted to drugs might try anything-including illegal activities like theft-to secure money to get their next fix.
- Homelessness. Spending most of your money on drugs might not leave much money to cover your living expenses, like rent, food, or utility bills. If you can't pay these necessary costs, you could even get kicked out of your home.

Your Relationships

- Your relationships with friends. When drug use becomes a larger part of your life, your relationships suffer. Conflict and breakdowns in communication can become more common.
- Your relationships with parents and family. You may breakdown trust in your relationship with parents. Drug and alcohol use may also result in changes to how close you are with your family and the support they provide for you. You may not be a positive role model for younger children in your family. You may not be allowed to come to family events or be around your family as much.
- Your relationships with intimate partners. When drug or alcohol use becomes a larger part of your life, your intimate relationships may suffer because of your behavior while under the influence. You may have more miscommunications or mistrust. You may also influence your partner to use drugs and alcohol, which could negatively affect their life and wellbeing.

Your Community

- Your family. Using drugs can cause challenges for your family members and inhibit their ability to take care of others in the community. Their supportive relationships with other family and friends may be strained by your drug use.
- Your peers. Our friends and peers are always looking around to see what others are doing. By using drugs or alcohol, you are not only making a choice for yourself, but may be influencing the behavior of others.

- Your community. All of our actions have impacts and consequences. When drugs and alcohol abuse become a part of someone's life, the changes that occur for them, their family and their peers create a ripple effect that can impact whole groups or communities.

What are some things you could do to “get help for drug use”? vernative.org/articles/getting-help-for-drug-use

- Make it difficult to access drugs. For example, if you are trying to stop smoking, throw out all your smokes, lighters and ashtrays so they are not tempting you.
- Have things you can do to distract yourself when you feel like taking the drug. Like hanging out with friends who are not taking the drug, going for a run or walk, listening to music.
- If possible, get support from your family and friends. Your friends and family want you to be healthy and will likely support your reduction of drug and alcohol use.
- Talking to someone - talking to someone you trust may be helpful in reducing your drug intake. This person may be a friend, family member, community member or teacher.
- Counseling - It may be helpful for you to talk to a counselor. Counselors and therapists can help you to work out how best to manage your drug use. Counseling can either be done in a group or individually. Here are some counseling resources in our community (share resources).

How would you tell a friend to drink in moderation (drink smart)? vernative.org/articles/drinking-smart

There are a number of things that people can do to keep their drinking under control:

- Set limits for themselves and stick to them
- Start with a non-alcoholic drink
- Alternate non-alcoholic drinks (especially water) with alcoholic drinks
- Drink slowly. Take sips not gulps
- Try a low alcohol alternative to a pre-mixed drink
- Eat before and while they are drinking. Avoid salty snacks that make them thirsty
- Avoid rounds or shots
- Have one drink at a time
- Avoid drinking games
- Stay busy. Don't just sit and drink
- Know what's in your drink. Avoid drinks that are made by someone else.
- Be assertive. They shouldn't give into drinking more than they want or intend to.

What are 3 things you can do to help a friend with a drinking problem?

www.bernardbeerman.com/articles/helping-a-friend-with-a-drinking-problem

- Be informed. It is a good idea to have general knowledge about some of the reasons people drink alcohol to excess and ways to manage alcohol consumption and drink at a low level of risk. By taking this approach, you will be able to stick to the facts when talking with your friend. For specific information about alcohol and its effects, check out this Partnership for a Drug Free America Fact Sheet.
- Discuss alcohol issues openly. Letting the person you are concerned about know that you are open to listening to them without being judgmental can facilitate an open discussion. An open dialogue may encourage them to discuss their alcohol use with you. If they know you are open-minded about the issue and have thought about your own use, they may feel more comfortable discussing their alcohol use with you.
- What to do if someone says they have a problem. Acknowledging a problem with alcohol consumption is a big step for anyone. If someone has come to you admitting they have a problem, you may be able to assist them by finding out what help is available in your local area. Your local doctor, school or campus counselor, hospital, community health center, or youth worker are people who may be able to help.

Lesson 4: Ask Auntie

Overview

Lesson Title: Ask Auntie

Time: 50 minutes

Students will:

- Summarize what they learned about drugs and alcohol using health resource; *We R Native*
- Test a health hotline/chat line
- Apply their understanding of reliable health resources to support a friend in need

Materials:

- Computer lab, or multiple computers
- Headphones for each student
- Access to We R Native: www.wernative.org
- Copies of *L4 Student Handout: "Ask Auntie" Drugs and Alcohol Advice* for each student
- White board, or flip chart paper and markers
- We R Native Resource List from previous session
- Question Box
- Notecards for Questions

Preparation:

- Explore We R Native's [drug](#) and [alcohol](#) pages. Watch [I Strengthen My Nation](#) (2 minutes). Read through "Ask Auntie" [Q&A page](#). Preview the *Student Handouts & Homework* for these lessons (3 and 4) to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students and small groups. Prepare responses for questions received in last session.
- Communicate and collaborate with a school counselor, social worker, psychologist, and/or family support specialist as well as local health or mental health professionals about the topic covered in this session: drugs and alcohol.

Vocabulary:

- resource, role model, affects, prevention
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.
- Write vocabulary on the board or print new vocabulary sheets.

Lesson 4 Outline: Ask Auntie

Lesson Purpose:

The primary purpose of this lesson is to help youth identify resources for support in times of need, especially related to issues of substance use. Along with the last lesson, this lesson has a strong focus on positive peer relationships and seeing oneself as someone who can support others to make healthy decisions.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A 	Minilecture Q&A	2 minutes	<ul style="list-style-type: none"> Youth Programs
Introducing Lesson Concepts	<ul style="list-style-type: none"> Review Homework/ Discuss Health Lines Ask Auntie Intro Video 	Large Group Reflection/ Minilecture Video	10 minutes	<ul style="list-style-type: none"> Homework School Engagement Adult Role Models
Ask Auntie Worksheet	<ul style="list-style-type: none"> Ask Auntie Research and Report Large Group Sharing 	Individual Activity Large Group Activity	15 minutes	<ul style="list-style-type: none"> Positive Peer Influence Adult Role Models
Team Role Play	<ul style="list-style-type: none"> Role Play 	Small Group Activity Large Group Activity	15 minutes	<ul style="list-style-type: none"> Positive Peer Influence Youth as Resources
Closing	<ul style="list-style-type: none"> Large Group Discussion Final Reflection Preview of next class 	Large Group Reflection	8 minutes	<ul style="list-style-type: none"> Positive Family Communication

Adult Preparation Topics Covered:

- Positive Adolescent Development
- Healthy Life Skills
- Parent Child Communication Skills

Topics Covered:

- Alcohol
- Smoking
- Marijuana Use
- Help-Seeking

Procedures

Welcome and Group Check In

1. Welcome Participants and Question Box Q&A (2 minutes)

- Welcome participants and ask them if there are any questions before the lesson begins.
- Respond to any questions left in the question box from last session

Introducing Lesson Concepts

2. Review Homework and Ask Auntie Video (As a group-10 minutes)

- Say, "Last class you were given a homework assignment of calling or texting a health resource hotline. Can I get a couple of volunteers to tell us what health hotline/chat line they called or texted? I'd like for us to share what the experience was like." Ask students follow up questions like:
 - What sort of advice or support did they provide?
 - Would you use it again if you or a friend had a problem?
 - Why/why not?
- Say, "These health lines provide accurate, helpful advice that are important for people who may need help. We all have people in our lives, including ourselves, that could use a little help from time to time, so we are going learn and practice some skills for helping ourselves, others and taking care of our community. Before we do this, we are going to get some more information that will help us from *We R Native's* website. We will review the drug and alcohol advice provided by Ask Auntie on the website. Using her tips and suggestions, you are going to practice answering an "Ask Auntie" question, and then role play helping someone with a drug or alcohol problem."
- Go over any computer lab, or group rules you think are pertinent. Remind students of group agreements. Break students into groups of 2-4 students.
- Introduce [Auntie Amanda: https://youtu.be/qpFNlpEMPBM](https://youtu.be/qpFNlpEMPBM) to the class with this short introductory video (2:30 min).

Ask Auntie Worksheet

3. Ask Auntie Research and Report (In small groups- 10 minutes)

- Distribute and discuss the L4 Student Handout: "Ask Auntie" Drugs and Alcohol Advice.
- Remind students to add to the [We R Native Resources](#) list during the lesson as they find them.
- Have students get into small groups and type in the web address: www.wernative.org to watch Ask Auntie videos and begin answering their handout questions. Question 2 requires that they do a quick role play in their small groups or pairs. Let them know how much time you will give them. 10-12 minutes should be enough time. Give them a five and one-minute warning.
- Have students shut down their computers when they are done with their worksheets.

4. Large Group Sharing (5 minutes)

- Pick, or have two to three students volunteer to share their answers with the class. Write the questions they submitted to "Auntie" up on the board.

Team Role Play

5. Role Play (As a group- 15 minutes)

- Team Role Play – Divide the class into two teams.
- Say, “Now that we are in two groups, we are going to do a little “Ask Auntie” role-play. One team will pretend to be the person needing help. The other team will be “Auntie”, providing tips and advice. We will need a brave spokesperson for each group, as well as one person to take notes for the spokesperson. Remember our group agreements as we go through this activity.”
- Assign each group their role. Ask for a volunteer to speak for each group, as well as a note-taker.
- Using the list of questions that the students submitted to Ask Auntie that were recorded on the board, have the class decide which question they’d like to tackle first.
- Say, “Now that each group knows who they are, I will give you three minutes to talk with your group.
- The group seeking advice will think about all the different things that may be going on behind the question. They will develop a profile of this person to help us get to know them and their situation. Think of other questions they may have around the topic.
- The group giving advice will brainstorm ways “Ask Auntie” might respond and the skills she may be using while giving her advice.
- We are going to pretend that we’re giving the advice in-person. You’ll want to go back and forth with follow-up questions, so be sure to prepare some follow up questions. Any questions? Okay, go!”
- After two minutes, give the class a 1-minute remaining warning.
- Say, “Excellent. Now let’s start with group #1 briefly sharing their information about their person and asking their question.”
- Have the groups’ speakers take turns role-playing until they are finished with the questions. They can consult their groups as needed. Redirect as needed if students lose focus or interest.
- If you have time, you can repeat the process with a second question, switching roles between the two teams.

Closing

6. Large Group Discussion (5 minutes)

- Ask the group some of the following processing questions:
 - "What skills or information are needed in order to give good advice to a friend in need?" Response options: Be supportive, set a good example, connect them to resources or other positive role models, introduce them to We R Native.
 - "How would you help someone who might be struggling with drugs or alcohol? What challenges might you face in doing so?" Response Options: Ask a parent or adult to help you, ask a positive role model to help, connect them to resources or information such as the hotlines or We R Native. Challenges might include that the person doesn't know they need help or doesn't want help.
 - "What are some solutions we could use to combat those challenges?" Response Options: Find an adult role model or someone you trust to help them, set a positive example by not using drugs and alcohol. Invite them to do other things that don't involve drugs or alcohol, share information from We R Native.
- Say, "Before we go, I want you to start thinking about some things. As we have been learning about how we can personally live healthier lives, we are also learning about how we can help others in our community. At the end of this unit we are going to take this a step further. We are going to create a plan to submit an application for a *We R Native* community service mini-grant. As we go through the next few lessons, I want you to think about how we could use the information we are learning to give back to our community or strengthen our community. Is there something you think our community needs that will make it an even better place to thrive? Start to think about these ideas and we'll get back to them during our last two lessons."

7. Final Reflections (2 minutes)

- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?" Take a few responses.
- Say, "Remember, if you or a friend, family member or someone from your community is struggling with alcohol or drug use/addiction, there are resources and support available. Whether it's reaching out to Ask Auntie on We R Native or your real Auntie, it's always ok to ask for help. There are also local services like (name support services from your community) to help you. I am also here to support you and connect you to these resources in our community. You can be a support in your community and use some of the skills we learned today on how to help a friend".
- Pass out list of community resources on drug and alcohol abuse prevention and recovery.

8. Preview of the Next Class (1 minute)

- Mention the next meeting time, location and the topic that will be covered.
- If time allows, close with a poem, song, story or tradition that highlights the concept of asking for help or supporting your community.

L4 Student Handout: “Ask Auntie” Drugs and Alcohol Advice

Navigate to the “Ask Auntie” section of the website.



Read or watch at least three “Ask Auntie” questions and answers related to drug or alcohol problems.

1. Use two of the *5 Key Media Literacy Concepts and Criteria for Quality Health Resources* online (found on the next page) to defend whether, or not “Ask Auntie” is a reliable resource.
2. Role Play: How would you have answered the questions if you were talking to a friend? Take turns doing a quick role play with members of your group.
3. Write down and submit online your own question for Auntie.

L4 Student Handout: 5 Key Media Literacy Concepts

Media Literacy Concept	What it Means	Key Questions	Criteria for Quality Health Resources
Authorship	<ul style="list-style-type: none"> The person who wrote or developed the content The credentials of the author(s) or publisher 	<i>Who created this message?</i>	<ul style="list-style-type: none"> Look for media sources that come from websites with .org, .edu, or .gov as these are often more credible and reliable Look for contact information for the author of the website or media source
Format	<ul style="list-style-type: none"> The type of media: Website, News Article, Book, Application, etc. The style or creative design of the media 	<i>What creative techniques are used to capture my attention?</i>	<ul style="list-style-type: none"> Look for a well-designed website or media source that captures your attention and is memorable Look for media sources that are easily readable and accessible in various browsers Look for media that are accessible for people with disabilities
Audience	<ul style="list-style-type: none"> Who the messages or content is developed for Who the messages or content appeal to 	<i>How might different people understand this message differently?</i> <i>Who is this content developed for?</i>	<ul style="list-style-type: none"> Look for media sources that are inclusive for people of various backgrounds and identities Look for media sources that are objective and unbiased
Content	<ul style="list-style-type: none"> The information contained in the media source 	<i>What values, lifestyles, or points of view are represented in this media source or message?</i> <i>What values, lifestyles, or points of view are not represented in this media resource or message?</i>	<ul style="list-style-type: none"> Look for messages and media sources that can be verified and are free of mistakes Check how recent the content was updated or published- often sources with recently updated information are more accurate Look for a good variety of information that covers a range of content and topics
Purpose	<ul style="list-style-type: none"> The reason the messages or content has been created The use for the information or content 	<i>Why is this message being sent?</i>	<ul style="list-style-type: none"> Look for media sources and messages that have educational purposes when looking for health information Look for websites that appeal to youth and are interactive

SOURCE: <http://www.medialit.org/cml-medialit-kit>

L4 Teacher Answer Sheet: Contact a Help Line

1. Write two questions that you would like the hotline to help answer for you:
 - Answers will vary but should be specific to the hotline the student is calling/texting.
2. Which advice line did you contact:
 - Answers will vary.
3. How quickly were they able to respond to your call/text?
 - Answers will vary but should be less than an hour.
4. How did they respond to your first question?
 - Answers will vary.
5. How did they respond to your second question?
 - Answers will vary.
6. What was the interaction like? Would you recommend the service to a friend? Why, or why not?
 - Answers will vary.

L4 Teacher Answer Sheet: “Ask Auntie” Drugs and Alcohol Advice



Read or watch at least three “Ask Auntie” questions and answers related to drug a drug or alcohol problem.

1. Use two of the *5 Key Media Literacy Concepts* to defend whether or not “Ask Auntie” is a reliable resource.
 - Answers will vary, but something like:
 - Format & Content– The information provided by Auntie was accurate. She provides links to other sites so we can verify the accuracy of her claims.
 - Authorship– Auntie is Zuni, is a teacher, and has a lot of experience answering health questions.
 - Audience–Auntie is an unbiased source. She works for a health and wellness nonprofit that is run by Tribes in Oregon, Washington and Idaho.
 - Content– Auntie’s advice is up to date. She answers new questions every week.
 - Purpose– Auntie provides life advice to Native teens and young adults.
2. Role Play: How would you have answered the questions if you were talking to a friend? Take turns doing a quick role play with members of your group.
 - Auntie usually thanks the person for their question and tries to reassure them that their question is important. She often encourages readers to get help from a trusted adult. Ask students if they did this.
3. Write down and submit your own question for Auntie.
 - Answers will vary.

Lesson 5: Native VOICES Video

Overview

Lesson Title: Native VOICES Video

Time: 50 minutes

Students will:

- Evaluate the *Native VOICES* video through a facilitated group discussion and handout
- Create their own life goals and personal values after watching the video

Materials:

- Copies of L5 Student Handout: Native VOICES Review Sheet
- Flip Chart or Whiteboard
- Markers
- Pencils/pens
- We R Native Resources from previous session
- Question Box and note cards

Option 1: Watch together

- TV or computer with a DVD player, or access to the video online: [Native VOICES](#)
- A projector and audio equipment, if you're showing the video to a large group

Option 2: Watch independently

- Computer lab, or multiple computers
- Headphones for each student
- Access to *We R Native*: [Native VOICES](#)

Preparation:

- Watch [Native VOICES](#) (23 minutes). Decide whether you would like your class to watch the film together, or independently. Watching together is preferred.
- Research where youth can go for sexual health questions/care, STD/pregnancy testing, and where they can get free/low cost condoms or other forms of contraception. You will provide this information during the group discussion.
- Preview the *Student Handouts* and *Homework Assignment* for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of handouts for your students.

Other supportive medically accurate information on the web is located at:

- Birth Control (including effectiveness rates):
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>; and
<http://www.contraceptivetechnology.org/wp-content/uploads/2013/09/CTFailureTable.pdf> ;
and <https://www.hhs.gov/opa/pregnancy-prevention/index.html>; and
<https://www.womenshealth.gov/a-z-topics/birth-control-methods>
- STD: https://www.cdc.gov/std/healthcomm/fact_sheets.htm; and
<https://medlineplus.gov/sexuallytransmitteddiseases.html>; and
<https://www.hhs.gov/opa/reproductive-health/sexually-transmitted-infections/index.html>
- HIV/AIDS: <https://www.hiv.gov/>; and <https://www.cdc.gov/hiv/default.html>; and
<https://medlineplus.gov/hiv aids.html>; and <https://aidsinfo.nih.gov/>
- Pregnancy: <https://www.womenshealth.gov/pregnancy>; and
<https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/index.html>
- Puberty and Anatomy Information: <https://www.girlshealth.gov/body/index.html>; and
<https://medlineplus.gov/puberty.html>; and
<https://training.seer.cancer.gov/anatomy/reproductive/>; and
- Nutrition: <https://www.nutrition.gov/>
- Substance Abuse: <https://www.drugabuse.gov/>; and <https://www.samhsa.gov/>
- Mental Health: <https://www.mentalhealth.gov/>; and
<https://www.cdc.gov/mentalhealth/index.htm>

Vocabulary:

- Personal rules, goals, values, healthy relationship, contraception, protection, condoms, STDs, HIV, LGBTQ, gender, consent.
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.
 - **Clarify: latex (or polyurethane or polyisoprene if allergic to latex) condoms can reduce, though not eliminate, the risk of pregnancy and STD transmission. The use of natural membrane condoms is not recommended for STD prevention. Also, dual method use - the use of a latex (or polyurethane or polyisoprene if allergic to latex) condom and another reliable method of birth control - is more effective than using one method alone
- Write vocabulary on board or print extra vocabulary sheets.

Lesson 5 Outline: Native Voices Video

Lesson Purpose: The primary purpose of this lesson is to introduce information about sexual health, healthy decision making, and use of protection. The lesson primarily consists of a video of young people discussing their stories about sexual relationships with friends. In the video, youth are seen seeking advice and support, preparing to negotiate condom use, dealing with the aftermath of not using protection and making healthier decisions as a result of their experiences. The worksheet allows youth to critically analyze the behavior of others and consider their own behavior.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A Protection Brainstorm 	Q&A Brainstorm	5 minutes	<ul style="list-style-type: none"> Responsibility
Introducing Lesson Concepts	<ul style="list-style-type: none"> Introduction to Video Safety Statement Vocabulary Review 	Minilecture	5 minutes	<ul style="list-style-type: none"> Safety Personal Power
Native VOICES Video	<ul style="list-style-type: none"> Distribute handout Watch Video 	Video/ handout	25 minutes	<ul style="list-style-type: none"> Positive Family Communication Adult Role Models Personal Power Responsibility
Native VOICES Review	<ul style="list-style-type: none"> Large Group Discussion 	Large Group Activity	10 minutes	<ul style="list-style-type: none"> Adult Role Models
Closing	<ul style="list-style-type: none"> Final Reflection Preview of next class 	Large Group Reflection	5 minutes	<ul style="list-style-type: none"> Positive Family Communication
Adult Preparation Topics Covered: <ul style="list-style-type: none"> Healthy Relationships Healthy Life Skills Positive Adolescent Development Parent Child Communication Skills 				
Topics Covered: <ul style="list-style-type: none"> Dating and Relationships Sex Birth Control Methods Condoms 				

Procedures

Welcome and Group Check In

1. Welcome Participants (1 minute)

- Welcome participants and ask them if there are any questions before the lesson begins.

2. Question Box Q&A (1 minute)

- Answer any questions in the question box from last session.

3. Protection Brainstorm (3 minutes)

- Lead the group in a brief activity to discuss methods of protection, "Protection Brainstorm".
- Say, "When people talk about protection related to sex, what do they mean?" Record responses on a flip chart or on the board under the heading: Protection. Response Options: To keep yourself safe, to prevent STDs/HIV, to prevent pregnancy.
- Say, "What are some methods or ways that people can protect themselves?" Record responses on a flip chart or on the board under the heading: Methods of Protection. Response Options: Abstinence, Birth Control/Contraception, Condoms, the Pill, the Patch, the Ring, IUDs, Implants.
- Say, "Thank you for this great list of ways to protect yourself from pregnancy and STDs. Often people know about the options for protecting themselves, but don't always know what method is right for them or how to get it. We'll talk a little bit later in today's lesson about where you can go to learn more, but there's also a lot of information on the We R Native site for you to explore on your own."

Introducing Lesson Concepts

2. Introduction to Video (As a group- 2 minutes)

- Say, "Today we will be watching a video called Native VOICES that covers sexual health and relationships topics and will include a condom and demonstration and information about dental dams. The video will take about a half an hour. You will need to pay close attention because you will have a handout to work on during the video. It's important that everyone respect each other by keeping their comments to themselves and by not talking or interrupting during the video."

3. Safety Statement (As a group- 2 minute)

- Say, "Before we watch the video, I want to recognize that not everyone has had good experiences with sex. If you feel uncomfortable with anything from the video, please feel free to leave the room or turn away at any point. I am also here to talk if you want or need more support. I want to emphasize that sex can be healthy and enjoyable when everyone involved chooses (or consents) to take part. No matter how a person has experienced sex in the past, they can still have healthy sexual experiences in the future or choose to be abstinent."

4. Vocabulary Review (As a group- 1 minute)

- Go over lesson vocabulary by reading the definitions below (if time allows). This will be the vocabulary for the next two lessons. Please note, the vocabulary here has been updated for medical accuracy. Though some definitions are a little lengthier, it's important to review the

definitions fully to ensure proper understanding of key terms such as Condoms, STDs/STIs, and HIV/AIDS.

Lesson Vocabulary:

- Personal Rules- Rules that you set for yourself about the things you will and will not do.
 - Goals- something someone makes efforts to achieve or main aims toward.
 - Values- something that is important to have to protect one's personal rules
 - Healthy Relationship- A relationship built on respect, where each person can learn and grow.
 - Contraception- The deliberate use of something such as birth control or condoms to prevent pregnancy.
 - Protection- Something intended to help keep someone safe from things such as pregnancy and infections.
 - Condoms- A thin sheath worn on a man's penis during sexual intercourse to help reduce the risk of pregnancy and STD transmission. The consistent and correct use of latex (or polyurethane or polyisoprene if allergic to latex) condoms reduces, though does not eliminate, the risk of pregnancy and STD transmission. Although natural membrane (lambskin) condoms are recommended for pregnancy prevention, they are not recommended for prevention of STDs and HIV. There are also female condoms available which go inside the vagina and help reduce the risk of pregnancy and STD transmission as well.
 - STDs/STIs- a sexually transmitted disease or infection you can get by having sex.
 - HIV- Human Immunodeficiency Virus. A virus that can lead to AIDS
 - AIDS - the most severe phase of HIV infection. People with AIDS have such badly damaged immune systems that they get an increasing number of severe illnesses, called [opportunistic infections](#).
 - LGBTQ- Lesbian, Gay, Bisexual, Transgender, Queer or Questioning
 - Gender- The state of being a man or a woman (or masculine or feminine)- can include gender identity (how we identify ourselves) or gender expression (how we present ourselves to the world)
 - Consent- To give permission for something to happen.
- Say, "we'll use these terms over the next 2 lessons".

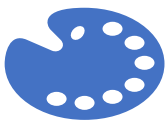
Native VOICES Video

5. Distribute Handout and Watch Video (as a group- 20 minutes)

- Go over any class rules for watching a video and remind the group about their group agreements.
- Distribute the *L5 Student Handout: Native VOICES Review Sheet*. Ask students to fill out the worksheet while they watch the video.
- Play video for the group, [Native VOICES \(https://youtu.be/xaBxwUg_gxU\)](https://youtu.be/xaBxwUg_gxU).

6. Individually. (5 minutes)

- Give students a few minutes to finish answering the questions on the L5 Student Handout: Native VOICES Review Sheet



Facilitator Note: *Instead of doing another worksheet, make this a gallery walk activity. Take the worksheet questions and add each one to flip chart paper or the white board around the room. Give students markers to write their responses to the questions. Have small groups of 2-4 students at each question station. Set a timer for 20 seconds and have students write their responses to the questions in that time. Every 20 seconds, they should switch to answering a new question. At the end, ask for general reflections and insights from students. If you do this alternate activity, be sure to bring flip charts and enough markers for every student.*

Native VOICES Review

7. Group Discussion. (10 minutes)

- Discuss the L5 Student Handout: Native VOICES Review Sheet.
- Say, "I'm going to ask the group some questions. Let's make sure to be respectful, remember our group agreements and talk one person at a time". Select the questions below that you feel are most important for the students.
- "Who can someone talk to if they have questions about sexual health or protection?"
Response Options: A peer or adult role model (such as an Auntie or Elder) or trusted person, their doctor, and you!
- "In the movie, Jamie goes to buy condoms at the grocery store and uses self-checkout. He also gets free condoms at the clinic. Where can you go in your community to get condoms?"
Response Options: will vary by location. Record options on the resources list.
- Did you know you could go to (insert location) to get free condoms or buy them at (insert local options)?
- "Where can you go in your community to get other forms of birth control, such as birth control pills, IUDs or other methods? Where can you go in your community to get tested for STDs?" Response options: will vary by location. Record options on the resource list. Provide options for students if they do not now.
- "How is discussing condoms and other protection options, like birth control, part of being in a healthy relationship?" Response Options: It allows people to keep each other safe and make informed decisions about their health. It shows you care for each other.
- **Clarify: Latex (or polyurethane or polyisoprene if allergic to latex) condoms can reduce, though not eliminate, the risk of pregnancy and STD transmission. The use of natural membrane condoms is not recommended for STD prevention. Also, dual method use - the use of a latex (or polyurethane or polyisoprene if allergic to latex) condom and another reliable method of birth control - is more effective than using one method alone.

Closing

8. Final Reflections (3 minutes)

- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"
- Pass out the list of sexual health community resources. Be sure to include information about where to access birth control, condoms, and STD/HIV tests and info for websites with more info about these options, such as StayTeen.org.

9. Preview of Next Class (2 minutes)

- Mention the next meeting time, location and the topic that will be covered.
- If time allows, share a poem, song, or story that highlights the concept of protection or responsibility.

L5 Student Handout: Native VOICES Review Sheet

View the Native VOICES video at tinyurl.com/NativeVOICESvideo

Let's take a look at some of the choices the individuals in the video made:

1. During the video, Jamie gives several reasons why he doesn't want to use condoms. Record at least two reasons Jamie gives for making this decision.
2. Record the "comebacks" Jamie's friends' use in response to Jamie's reasons for not using condoms.
3. Write your own "comeback" to Jamie.

4. Many people find discussing protection with someone they are interested in difficult. Even though Christina and Jamie both had condoms with them, they still **CHOSE NOT** to use them. Write two reasons that may have influenced their choice not to use protection.

5. Suggest a way Christina or Jamie could have brought up protection.

6. Think about the relationship that drugs and alcohol have on the decisions people make around sexual encounters. Write a one-sentence statement that reflects your belief about this.

L5 Teacher Answer Sheet: Native VOICES Review Sheet

Let's take a look at some of the choices the individuals in the video made...

1. During the video, Jamie gives several reasons why he doesn't want to use condoms. Record at least two reasons Jamie gives for making this decision.
 - I don't care, as long as I'm getting some.
 - A condom, no way. It doesn't even feel the same.
 - Christina's not even like that...
 - How do you bring it up?
 - One time I had one and put it on...and...
 - Just like pulling out a condom can really kill the mood.
2. Record the "comebacks" Jamie's friends' use in response to Jamie's reasons for not using condoms.
 - Don't be stupid man. You don't want a little Jamie running around in 9 months.
 - For real man. Use a condom. Wrap it before you tap it.
 - Is it going to feel the same when your thing burns when you piss?
 - Pay \$5 dollars now for a box of condoms or \$40 dollars for a box of pampers later.
 - There's more to worry about than just getting some chick knock up. There's tons of stuff out there...herpes, syphilis, gonorrhea, AIDS.
 - Were you awake in sex ed...you can't tell from just looking at her.
 - When it's happening, the best thing to do is just use one. If you guys are ready, just put it on. You don't have to say anything. She'll probably be relieved she doesn't have to bring it up herself.
 - They can even make you last longer.
3. Write your own "comeback" to Jamie.
 - Answers will vary.
4. Many people find discussing protection with someone they are interested in difficult. Even though Christina and Jamie both had condoms with them, they still CHOSE not to use them. Write two reasons that may have influenced their choice not to use protection.
 - Answers will vary.
5. Suggest a way Christina or Jamie could have brought up protection.
 - Answers will vary.
6. Think about the relationship that drugs and alcohol have on the decisions people make around sexual encounters. Write a one-sentence statement that reflects your belief about this.
 - Answers will vary.

Lesson 6: Healthy Relationships, Personal Rules and Consent

Overview

Lesson Title: Healthy Relationships, Personal Rules and Consent

Time: 50 minutes

Students will:

- Identify characteristics of healthy and unhealthy relationships
- Define their own personal rules and boundaries
- Discuss consent and respecting others' rules and boundaries

Preparation:

- Review information on We R Native website about dating and healthy relationships
- Review discussion questions and prepare for student response options and positively reframing any responses that don't align with consent and healthy relationships.
- Prepare answers to any question box questions you received last lesson.
- Write the questions for the group discussion on the board.
- Find a quote, poem, song or tradition for the closing.

Materials:

- Flip chart paper
- Markers
- Spare paper and pens for small group activity
- We R Native Resources from previous session
- Question Box and Note Cards
- Copies of the *L6 Student Handout: Native VOICES Personal Rules* for each student

Other supportive medically accurate information on the web is located at:

- Birth Control (including effectiveness rates):
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>; and
<http://www.contraceptivetechnology.org/wp-content/uploads/2013/09/CTFailureTable.pdf> ;
and <https://www.hhs.gov/opa/pregnancy-prevention/index.html>; and
<https://www.womenshealth.gov/a-z-topics/birth-control-methods>
- STD: https://www.cdc.gov/std/healthcomm/fact_sheets.htm; and
<https://medlineplus.gov/sexuallytransmitteddiseases.html>; and
<https://www.hhs.gov/opa/reproductive-health/sexually-transmitted-infections/index.html>
- HIV/AIDS: <https://www.hiv.gov/>; and <https://www.cdc.gov/hiv/default.html>; and
<https://medlineplus.gov/hiv aids.html>; and <https://aidsinfo.nih.gov/>
- Pregnancy: <https://www.womenshealth.gov/pregnancy>; and
<https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/index.html>
- Puberty and Anatomy Information: <https://www.girlshealth.gov/body/index.html>; and
<https://medlineplus.gov/puberty.html>; and
<https://training.seer.cancer.gov/anatomy/reproductive/>; and
- Nutrition: <https://www.nutrition.gov/>
- Substance Abuse: <https://www.drugabuse.gov/>; and <https://www.samhsa.gov/>
- Mental Health: <https://www.mentalhealth.gov/>; and
<https://www.cdc.gov/mentalhealth/index.htm>

Lesson 6 Outline: Healthy Relationships, Personal Rules and Consent

Lesson Purpose: The purpose of this lesson is to help personalize some of the information learned in the last lesson as well as consider the characteristics of healthy and unhealthy relationships, identify their own personal limits, and learn how to respect the limits of others. This lesson is designed to help youth set goals and rules for themselves while learning to communicate about those goals with others and respect the goals and rules others have for themselves.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A Healthy/ Unhealthy Relationship Brainstorm Brainstorm Debrief Discussion 	Minilecture Q&A Brainstorm Large Group Discussion	15 minutes	<ul style="list-style-type: none"> Interpersonal Competence Personal Power Responsibility Youth Programs
Native VOICES Personal Rules	<ul style="list-style-type: none"> Personal Rules Worksheet 	Individual Activity	15 minutes	<ul style="list-style-type: none"> Planning and Decision Making Positive View of Personal Future Interpersonal Competence Resistance Skills Personal Power
Consent Discussion and Report	<ul style="list-style-type: none"> Small Group Discussions Large Group Presentations 	Small Group Activity Large Group Activity	10 minutes	<ul style="list-style-type: none"> Interpersonal Competence Responsibility Restraint
Closing	<ul style="list-style-type: none"> Final Reflection Preview of next class Cultural Teaching (if time allows) 	Large Group Reflection Cultural Teaching	10 minutes	<ul style="list-style-type: none"> Positive Family Communication Safety Cultural Competence

Adult Preparation Topics Covered:

- Healthy Relationships
- Healthy Life Skills
- Positive Adolescent Development
- Parent Child Communication Skills

Topics Covered:

- Dating and Relationships
- Sex
- Forced Sex/ Consent
- Setting Personal Rules/ Boundaries

Procedures

Welcome and Group Check In

1. Welcome Participants (1 minute)

- Welcome participants and ask them if there are any questions before the lesson begins.

2. Question Box Q&A (2 minutes)

- Answer any questions from the question box.

3. Healthy/Unhealthy Relationship Brainstorm (5 minutes)

- Lead the group in a brief activity. Healthy / Unhealthy Relationship Brainstorm:
- Break students into 2 groups and have one group brainstorm characteristics of a healthy relationship and one group brainstorm characteristics of an unhealthy relationship. Give them 3 minutes to come up with as many characteristics as possible and record them on a flip chart or on the board.
- When they are done, ask each group to take 1 minute to share their responses.

4. Brainstorm Debrief Discussion (7 minutes)

- Discuss some of the following questions, taking a few verbal responses for each question.
- "In a healthy relationship, how do people show respect for one another?" *Response Options: They respect each other's boundaries, they show they care about the other person, they listen to each other.*
- "How does this change for relationships with two people of the same sex?" *Response Options: It shouldn't change. Respect looks the same in any kind of relationship.*
- "How does respect look in friendships?" *Response Options: Respect looks the same in most relationships, people respect each other, they listen, and show they care for each other.*
- "What does it look or feel like to respect other people's boundaries and choices?" *Response Options: not pressuring each other, understanding that other's choices or boundaries are their own, giving people the space and freedom to be themselves.*
- Say, "In any relationship, whether it's a friendship, a dating relationship, a marriage, or even just with your fellow classmates, respect looks the same way. Thank the students for their responses and tell them we are going to discuss relationships more during this lesson. As we do, we'll keep in mind that every person has to do what is right for themselves while respecting others and that we're all allowed to determine our values and boundaries for ourselves." Thank the students for participating.

Native VOICES Personal Rules

2. Individual Activity: Native VOICES Personal Rules (15 minutes)

- Distribute the L6 Student Handout: Native VOICES Personal Rules
- Say, "Let's start thinking about what rules or boundaries we want to set for ourselves. In the video we watched in the last class, we saw how both characters wanted to use condoms and prepared ahead of time, but they didn't use them. So, when we think about boundaries and personal rules, we'll also think about how to take that next step of turning those rules into action steps. Take a few minutes to fill out this worksheet on Personal Rules. We won't share

our responses to these in class because they are personal, but it's important to share them with people we want to date, have sex with or become intimate with.

- Give students 8-10 minutes to complete the worksheet, giving them a 1-minute warning before time is up. Walk around the room as they work to make sure all students are on task and that you're available for questions if they have any.
- Ask if any students want to share their thoughts on the worksheet or things that came up for them as they completed the worksheet. Take a few responses and validate student's thoughts and ideas. Redirect any disrespectful behavior by reminding students of the group agreements and We R Native Values.
- When they are done, remind them to keep this worksheet for themselves as a reminder of their personal rules. Let them know that personal rules often change over time and that's ok too.

Consent Discussion and Report

3. Small Group Discussion (5 minutes)

- Say, "Just as it is important to create our own personal rules for ourselves and a plan for how we will protect those rules, it's also important that we respect the rules that others set for themselves. We're going to get into small groups, and each group is going to discuss one of these questions on the board. Pick one person to write notes or draw a picture to represent the responses of your group and one person to report on your discussion for the group."
- Have these questions written on the board and assign one question to each group (you can also print on paper and hand to them or give each group a flip chart page to collect their responses): 1. What does consent mean? 2. How can you ask for consent before engaging in sexual activity (what will you say)? 3. What does it mean to respect someone's boundaries when they say no? 4. How can you communicate your boundaries to others (what will you say)? 5. If someone doesn't want to have sex, what else can you do instead to still have fun?
- Give the groups 4-5 minutes to discuss the questions, providing a 1-minute warning so they can prepare to report to the large group.

4. Large Group Presentations (5 minutes)

- Say, "Ok, let's hear from each group. You have 1 minute to share your ideas with the group". Be sure to reframe or address any responses that do not show respect for personal rules, consent, sexuality or sexual identity.
- Once each group has gone, thank the students for participating.

Closing

5. Final Reflection (10 minutes)

- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"
- Pass out a list of resources on healthy relationships or violence prevention (if available) and remind students that there is information about healthy relationships on the We R Native site for them to research.
- Say, "Remember there are resources to help people experiencing unhealthy relationships or even partner violence or assault. I am also here to support you and connect you to services if

you need help. Remember to respect one another for your personal rules, choices and decisions and not to pressure others or disrespect their personal rules."

6. Preview of Next Class (1 minute)

- Mention the next meeting time, location and the topic that will be covered.

7. Cultural Teaching (If Time Allows)

- Close with a quote, a poem, song, or tradition description that connects to the concepts of respect, consent, or healthy relationships, if time allows.

L6 Student Handout: Native VOICES Personal Rules

Choosing whether or not to have a sexual relationship is a big decision. There is a lot to think about! There are many important things to consider when deciding whether you're ready for sex, like your life goals, personal values and whether you and your partner both feel comfortable and ready to take this step.

Take a few minutes to answer these questions:

1. What are some of the most important things to you in life?
2. What is an important *goal* you have for your life?
3. What's a personal rule you have for your relationships?
4. What are your personal rules around sex and consent? What's ok, what's not?
5. What are some things you could do to PROTECT your personal rules around sex?
6. What are some things you can do to RESPECT other's personal rules around sex?
7. Who will you talk to about getting protection if you choose to become sexually active? Who can support you in protecting yourself?

One of the things my parents taught me - and I'll always be grateful for the gift - is to not ever let anybody else define me. -- Wilma Mankiller, the first female chief of the Cherokee Nation

L6 Teacher Answer Sheet: Native VOICES Personal Rules

Choosing whether or not to have a sexual relationship is a big decision. There is a lot to think about! There are many important things to consider when deciding whether you're ready for sex, like your life goals & personal values and whether or not you are willing to take the risks involved with sex.

1. What are some of the most important things to you in life?

- Answers will vary, but something like:
 - Family
 - Friends
 - Sports
 - Hobbies

2. What is an important *goal* you have for your life?

- Answers will vary, but something like:
 - Finish High School
 - Go to college
 - Get a job I like
 - Start a family

3. What's a personal rule you have for your relationships?

- Answers will vary, but something like:
 - Honest with each other
 - Respect each other
 - Look out for each other

4. What are your personal rules around sex and Consent? What's ok, what's not?

- Answers will vary, but something like:
 - Ok – kissing, snuggling, holding hands
 - Not yet – sex
 - I will ask for consent every time I have sex and talk about personal rules with my partner before having sex.
 - I will respect the personal rules of my partners

5. What are some things you could do to PROTECT your personal rules around sex?

- Answers will vary, but something like:
 - Communicate openly and honestly with my partner
 - Talk about these things before hand
 - Be willing to walk away from a partner, if they don't agree with or respect my boundaries

6. What are some things you can do to RESPECT other's personal rules around sex?

- Answers will vary, but something like:
 - Ask for consent before having sex
 - Talk about personal rules around sex and consent with my partners
 - Respect when someone says no/ Respect other's personal rules and limits

7. Who will you talk to about getting protection? Who can support you in protecting yourself?

- Answers will vary, but something like:

- My Partner
- My best friend
- My parent
- My Auntie
- An Elder I trust

Lesson 7: We Need You Here

Overview

Lesson Title: We Need You Here.

Time: 50 minutes

Students will:

- Discuss what they learned from watching I'm Still Here. We Need You Here (3 videos total)
- Investigate suicide warning signs and ways to help
- Create a suicide prevention sign to post on social media using #WeRNative #WeNeedYouHere

Materials:

- Computer lab, or multiple computers
- Headphones for each student
- Access to We R Native: [I'm Still Here](#) (2 minutes), [We Need You Here](#) (1:20), and [We Need You Here](#) (1 minute)
- Copies of the *L7 Student Handout: Suicide Prevention Research Guide*
- Copies of the *L7 Student Handout: My Support Plan*
- Copies of *L7 Class Activity: We Need You Here Sign*
- Class camera, or allow students to use smart phones
- We R Native Resources from previous session
- White board, or flip chart paper
- Pencils/ pens, markers
- Question Box and Note Cards

Preparation:

- Watch [I'm Still Here](#) (2 minutes), [We Need You Here](#) (1:20), and [We Need You Here](#) (1 minute).
- Preview the *Student Handouts* for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students.
- Inform your school counselor/ psychologist that today's lesson will cover suicide prevention and that you will encourage students to contact them if they feel they would like to. Consider inviting a mental health professional to help lead or be available during the lesson.

Vocabulary:

- Suicide, prevention, resources, common signs, social media, post, mental health, hashtag
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.
- Write vocabulary on the board or print new vocabulary sheets

Lesson 7 Outline: We Need You Here

Lesson Purpose: The primary purpose of this lesson is to introduce suicide prevention strategies by teaching youth to recognize signs of suicide in themselves and others, identify a support plan for themselves, and consider how they might support others in preventing suicide. It is critical to create safety during this lesson so that youth feel comfortable discussing this sensitive topic.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A Cultural Teaching 	Minilecture Q&A Cultural teaching	5 minutes	<ul style="list-style-type: none"> Cultural Competence Youth Programs
Introducing Lesson Concepts	<ul style="list-style-type: none"> Introduction Safety Statement Vocabulary Review (if time allows) We Need You Here Videos 	Minilecture Video	10 minutes	<ul style="list-style-type: none"> Safety Caring School Climate/Neighborhood
Suicide Prevention Research Guide	<ul style="list-style-type: none"> Suicide Prevention Research Worksheet/ Poster Presentation Large Group Discussion 	Small Group Activity Large Group Discussion/ Brainstorm	20 minutes	<ul style="list-style-type: none"> Planning and Decision Making Caring Interpersonal Competence Youth as Resources
Personal Support Plan	<ul style="list-style-type: none"> My Support Plan 	Individual Activity	5 minutes	<ul style="list-style-type: none"> Planning and Decision Making Positive Family Communication Other Adult Relationships
Supporting Each Other	<ul style="list-style-type: none"> We Need You Here Sign-making 	Individual Activity/ Social Media Sharing	5 minutes	<ul style="list-style-type: none"> Caring School Climate/ Neighborhood Community Values Youth
Closing	<ul style="list-style-type: none"> Final Reflection Preview of next class 	Large Group Reflection	5 minutes	<ul style="list-style-type: none"> Positive Family Communication Youth as Resources

Adult Preparation Topics Covered:

- Healthy Life Skills
- Healthy Relationships
- Parent Child Communication Skills

Topics Covered:

- Suicide
- Depression/ Mental Health
- Bullying
- Positive Peer Role Models

Procedures

Welcome and Group Check In

1. Welcome Participants (1 minute)
 - Welcome participants and ask them if there are any questions before the lesson begins.
2. Question Box Q&A (2 minutes)
 - Answer any questions from the question box.
3. Cultural Teaching (3 minutes)
 - Share a poem, song, or cultural tradition that connects to the concepts of mental health and wellbeing.

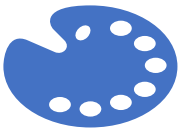
Introducing Lesson Concepts

4. Introduction (As a Group- 2 minutes)
 - Say, "Today we will be watching three short videos that will include information on suicide prevention. We will then be doing some research on suicide *and* prevention. When you're done, we will get together and brainstorm ideas to create your own suicide prevention sign: *We Need You Here*. We are then going to post your signs to social media using the hashtags: #WeRNative #WeNeedYouHere".
5. Safety Statement (As a group- 2 minutes)
 - Say, "Also, before we start the videos, I want to acknowledge that this can be a sensitive topic. If you feel uncomfortable with anything from the video, please feel free to leave the room or turn away at any point. Please let us know if you feel like you would like to talk to one of us or the (counselor/ school psychologist). We are here for you to support you."
6. Vocabulary Review (if time allows)
 - Go over lesson vocabulary, if time allows.
 - Go over any computer lab, or group agreements you think are pertinent.
7. We Need you Here Videos (As a Group or Independently- 6 minutes)
 - Watch [I'm Still Here](#) (2 minutes), [We Need You Here](#) (1:20), and [We Need You Here](#) (1 minute).

Suicide Prevention Research Guide

8. Suicide Prevention Research Worksheet (In small groups, or independently- 10 minutes)
 - Distribute and discuss instructions for the *L7 Student Handout: Suicide Prevention Research Guide*.
 - Break students into groups of 2-4 students.
 - Have students type in the web address: www.wernative.org and begin answering their handout questions. Let them know how much time you will give them. 10 minutes should be enough time. Give them a five and one-minute warning.
 - Remind students to add to the [We R Native Resources](#) list during the lesson.

- Have students shut down their computers if they're not using them to post photos to social media.



Facilitator Note: *Change the worksheet to a poster presentation so students can get creative as they research. You can even split students into groups to take on 1-2 questions each. If you do poster presentations, have flip charts/ posters and markers ready for the students. Encourage drawing and creativity in the posters.*

9. Large Group Discussion (10 minutes)

- Pick, or have two to three students volunteer to share their answers. If students have done poster presentations, give each group 1 minute to present their posters to the group.
- Say, "How did watching these videos and answering these questions about suicide make you feel?"
- Say, "Let's brainstorm as a group what we would say or do to help a friend or family member who is thinking about suicide." Record answers on the board or flip chart paper.
- Say, "Suicide is a very difficult topic to talk about. What are some ways we can overcome the stigma so that people can get the help they need?" Record answers on the board or flip chart paper.

Personal Support Plan

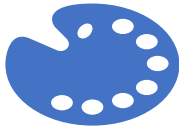
10. My Support Plan (Individual Activity- 5 minutes)

- Distribute L7 Student Handout: My Support Plan
- Say, "Everyone will now have the opportunity to think about people, things and resources in your own life and community that help you feel supported during difficult times."
- Give students 4 minutes to complete their support plans, provide a 1-minute warning.
- When finished, ask if anyone wants to share a reflection about their personal plan. Take a few comments. Then say, "Thank you all for doing that activity. Please keep that as a plan for what to do and who to reach out to if you are feeling down and need support."

Supporting Each Other

11. We Need You Here Sign Making (As a group- 5 minutes)

- Say, "Now that we've had a chance to think about some things that could help someone who is thinking about suicide, I would like you each to create your own suicide prevention message of support using the *We Need You Here* sign. Feel free to get creative. If you feel that a drawing, lyrics, poem, or song verse will convey your message best, go for it! When we are done, we'll post our signs to social media using #WeRNative #WeNeedYouHere."
- Distribute *L7 Class Activity: We Need You Here Sign*.
- Give instructions for posting signs to social media; either using a class camera or smart phone to take pictures of their sign, upload to computer and post to social media. This can be done after class.



Facilitator Note: *If students do the poster presentation option earlier in the lesson, they can take photos of the posters and post them online with the hashtags for We R Native and We Need You Here.*

An additional option: Students can create a 10-30 second video of a message they would want to send to their friends or classmates to share the message, "we need you here". They can use their poster presentation content for these videos too.

Closing

12. Final Reflections (4 minutes)

- Say, "Do you feel more confident about helping someone who is feeling depressed or needs help? What things might make it difficult to help someone thinking about suicide? What are some things we could do to overcome these challenges?"
- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"
- Pass out the list of mental health/suicide prevention resources
- Say, "Remember there are resources to help people experiencing mental health issues or suicidal thoughts. I am also here to support you and connect you to services and you have a whole community that needs you here. If you need your community to support you, ask for help. And as a friend, look out for your peers that may need your support."

13. Preview of Next Class (1 minute)

- Mention the next meeting time, location and the topic that will be covered.

L7 Student Handout: Suicide Prevention Research Guide

"My Mind": Topics – Suicide For this section, type in the website address wernative.org/my-life/my-mind/suicide. Or you can find the Suicide section of weRnative.org by visiting "My Mind," and selecting the topic "Suicide."

1. What are some common suicide warning signs?
2. How would you help a friend who is talking about suicide?
3. When should someone get immediate help? If...
4. List resource(s) for getting help:
5. What can you do to improve your mood? Hint: visit wernative.org/my-life/my-mind/improve-your-mood

L7 Student Handout: My Support Plan

1. Who are the people I can turn to for support when I'm feeling down?

2. What are some things I like to do that help me cope when I'm feeling down?

3. I'll know I need to reach out for help when....

4. Who are some elders, other trusted adults or professionals and resources I can contact to get help?

L7 Class Activity: We Need You Here Sign
See Handouts Section for Poster.

L7 Teacher Answer Sheet: Suicide Prevention Research Guide

"My Mind": Topics – Suicide For this section, type in the website address wernative.org/my-life/my-mind/suicide. Or you can find the Suicide section of weRnative.org by visiting "My Mind," and selecting the topic "Suicide."

1. What are some common suicide warning signs? wernative.org/articles/suicide-warning-signs

- Feelings of hopelessness
- Feelings of rage, anger, or seeking revenge
- Acting reckless or doing in risky activities without thinking
- Feeling trapped—like there's no way out
- Increasing alcohol or drug use
- Withdrawing from friends, family or usual activities
- Feeling anxious, agitated, being unable to sleep, or sleeping all the time
- Having dramatic mood changes
- Seeing no reason for living or having no sense of purpose in life
- Giving away their things
- Feeling that there's no one that cares about you

2. How would you help a friend is talking about suicide? wernative.org/articles/when-your-friend-is-talking-about-suicide

- Take Action. If you are worried about your friend, ask if they are thinking about killing themselves. Listen without judging them or acting shocked. Having someone to talk to honestly can help them. Many of these suggestions will work whether you are talking to your friend in person, on the phone, texting or interacting online.
- Don't keep it a secret! A secret can be dangerous if it hurts your friend. It is important to tell someone who can help you and can help your friend stay safe.
- The Get Help section can give you more information about how these people can help.
- Offer your support. Let your friend know that you want to help them. Just knowing that somebody cares can be reassuring since your friend might feel very alone.
- Choose what to say. If you're not sure what to say, you might try saying "I'm worried about you" or "I don't like seeing you upset," or "I want to help you." Whatever you decide, please be direct and don't act shocked by what they say.
- Offer to go with your friend to get help. Go with them to talk to an adult they trust about how they are feeling. Find someone they trust and who will be able to help.
- If your friend refuses to get help, you should go to talk to a parent, family member, teacher, counselor, or someone you trust. Or call the Lifeline (1-800-273-8255). It is important to take their words seriously.

- If you think your friend is in immediate danger, call 911. If you are with your friend, stay with your friend until help gets there. If you are on the phone with them, stay on the phone and see if you can get word to someone else who can call 911. If you are online with someone that you only know from online interactions, it's still a good idea to alert 911 and the Lifeline (1-800-273-8255).

3. When should someone get immediate help? wernative.org/articles/suicide-warning-signs

- Get immediate help from a mental health provider or call 911 when you see someone:
- Saying they want to hurt or kill themselves
- Looking for ways to kill themselves: looking for pills, weapons, or other means
- Talking or writing about death, dying, or suicide

4. List resource(s) for getting help:

- Suicide Lifeline, National Mental Health Association, Boys Town Suicide and Crisis Line, National Youth Crisis Hotline, Facebook Suicide Prevention Tool.
- If you need someone to talk to now. Try calling the National Suicide Prevention Lifeline at 1-800-273-8255 or the Boys Town National Hotline at 1-800-448-3000. Both hotlines have trained volunteers ready to listen 24/7.

5. What can you do to improve your mood? Hint: visit wernative.org/my-life/my-mind/improve-your-mood

- Get informed. Once you figure out what might be causing you to feel bad, you can do something about it. On the ReachOut site, you'll find tons of info on different issues, including depression, family and relationships.
- Talk to someone. Talk to someone you feel comfortable with, like a friend, family member, teacher, or counselor, can be a great way of expressing your feelings and figuring out why you're feeling this way.
- Chill out. This might include going for a walk or listening to your favorite music, reading a book, going to the movies, or whatever works for you.
- Express your feelings. Writing down your feelings or keeping a journal can be a great way of understanding your current emotions. Express your feelings in a way that won't cause bodily damage to yourself or another person. Try yelling or crying into a pillow, dancing around the room to loud music or punching a pillow.
- Look after yourself. Take time out to spoil yourself by doing something that you usually enjoy. Even though you might not feel like it, exercising and eating well can help too. Eating well and getting plenty of sleep is important.
- Avoid drugs and alcohol. Try not to use alcohol or other drugs (including lots of caffeine or other energy-boosting drinks) in the hopes of feeling better.

Lesson 8: Stand Up. Stand Strong.

Overview

Lesson Title: Stand Up. Stand Strong.

Time: 50 minutes

Students will:

- Investigate bullying and bystander intervention and ways to help using health resource: *We R Native*
- Summarize what they learned about bullying and bystander intervention
- Evaluate and generate a response to help a classmate with bullying

Materials:

- Computer lab or multiple computers
- Access to We R Native: www.wernative.org
- Copies of the *L8 Student Handout: Bullying Research Guide*
- Copies of ½ sheet *L8 Class Activity: In what ways have you ever felt bullied?*
- 1 Copy of the Sacred Circle Story: <https://www.wernative.org/articles/the-sacred-circle>
- White board, or flip chart paper
- We R Native Resources from previous session
- Pencils/pens
- Ball of yarn/ jute or other thick string- big enough for The Sacred Circle activity

Preparation:

- Explore *We R Native's* bullying pages: Stand Up. Stand Strong. Don't just Stand by. Read about the five steps to intervene with a bully: 1) Notice, 2) Identify, 3) Take Responsibility, 4) Decide to Help, 5) Intervene.
- Cut pages in half (enough for each student)– *L8 Class Activity: In what way have you ever felt bullied?*
- Print "The Sacred Circle" to read during the opening activity and review ahead of time.
- Preview the *Student Handout* and *Class Activity* for this lesson to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students.
- Look into both local and national bully prevention resources to share with students. If there is an anti-bullying club at the school be sure to share information on/from the club with students and inform the club representatives of the class session.

Vocabulary:

- bullying, bystander intervention, intervene, cyberbullying, responsibility, identify, brainstorm

Lesson 8 Outline: Stand Up. Stand Strong.

Lesson Purpose: The primary purpose of this lesson is to help youth understand their connection to others in the community and to value that connection by not engaging in bullying. The lesson also covers important steps in bullying intervention (or bystander intervention) so they may help others in their schools or communities. Creating strong group connection in this lesson is critical for setting up the next lesson, in which they will start to identify their community service project ideas.

Section Outline	Core Content Components	Instructional Method	Timing	Assets Alignment
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A The Sacred Circle Activity 	Minilecture Q&A Large Group Activity/ Cultural teaching	15 minutes	<ul style="list-style-type: none"> Youth Programs Cultural Competence
Introducing Lesson Concepts	<ul style="list-style-type: none"> Introduction Safety Statement Vocabulary (if time allows) 	Minilecture	3 minutes	<ul style="list-style-type: none"> Safety
Bullying Research Guide	<ul style="list-style-type: none"> Bullying Research Worksheet Large Group Sharing Bullying Intervention Brainstorm 	Small Group Activity Large Group Discussion Brainstorm	17 minutes	<ul style="list-style-type: none"> Interpersonal Competence Peaceful Conflict Resolution Caring
Snowball Game	<ul style="list-style-type: none"> Snowball Game 	Large Group Activity	10 minutes	
Closing	<ul style="list-style-type: none"> Final Reflection Preview of next class 	Large Group Reflection	5 minutes	<ul style="list-style-type: none"> Positive Family Communication
Adult Preparation Topics Covered: <ul style="list-style-type: none"> Healthy Life Skills Healthy Relationships Parent Child Communication Skills 				
Topics Covered: <ul style="list-style-type: none"> Suicide Depression Bullying Positive Peer Role Models 				

Procedures

Welcome and Group Check In

1. Welcome Participants (1 minute)

- Welcome participants and ask them if there are any questions before the lesson begins.

2. Question Box Q&A (2 minutes)

- Answer any questions from the question box.

3. The Sacred Circle (12 minutes)

- Lead the group in a brief activity: The Sacred Circle
- Ask students to gather in a circle that provides everyone enough room to be in their own space but not too far apart. Tell students that circles are ancient symbols in many cultures that often symbolize wholeness and connection to one another.
- Read The Sacred Circle story to the students (<https://www.wernative.org/articles/the-sacred-circle>)
- Say, "It's important to understand the role that each of us can play in making everyone in our community feel safe to be themselves. When we do this, we help our community to be whole, just like the brothers in the story."
- Take the yarn and say, "let's each go around and say one thing we'll do to help others in our community be themselves or prevent bullying. Once you say what you will do, take this yarn and gently toss it to someone else in the group to share".
- Go around the group until all students and facilitators in the group have shared something. Once everyone has gone, say, "Thank you all for sharing. It's important that we remember that we all have a responsibility to include one another, look out for each other and take care of our community when we see something negative happening. Just like this yarn, we're all connected. Today, we'll be talking about how we can stand up for one another in order to stand strong as a community. Let's come together with the yarn and carefully put it away as a symbol for how we'll care for each other."
- Carefully gather the yarn web together and put it somewhere visible in the classroom.

Introducing Lesson Concepts

2. Introduction (As a group- 1 minute)

- Say, "Today we are going to conduct research on bullying and bystander intervention using *We R Native's* website. You will share your answers with the class. We will then do an activity called *Snowball Game*, where you will give your classmates advice on bullying.

3. Safety Statement (2 minutes)

- Say, "Before we begin, I again want to acknowledge that this topic can be sensitive for some of us. As always, we are here to support one another, and I am also here for additional resources and to talk to anyone that needs to. Any questions before we begin?"

4. Vocabulary (if time allows)

- Briefly point out the vocabulary terms for the day.
- Go over any computer lab, or group agreements you think are pertinent. Break students into groups of 2-4 students.

Bullying Research Guide

5. Bullying Research Handout (In small groups- 10 minutes)

- Distribute and discuss L8 Student Handout: Bullying Research Guide.
- Have students type in the web address: www.wernative.org and begin answering their handout questions. Let them know how much time you will give them. 10 minutes should be enough time. Give them a five and one-minute warning.
- Remind students to add to the We R Native Resources list during the lesson.
- Have students shut down their computers.



Facilitator Note: Instead of using the worksheets, have students get into pairs or groups of 3 and prepare a mini-presentation, public service announcement or role play for their peers. Each group should answer 1-2 of the questions on the worksheet- give them assignments to make this process go faster. Give students 10 minutes to research and prepare. Have each group present their role play in 1 minute or less. If you choose this option, you'll use all the time allotted in #3 and #4 of this Lesson. You may also need to prepare some materials such as poster boards/flip charts, and markers.

6. Large Group Sharing and Bullying Intervention Brainstorm (As a group- 7 minutes)

- Pick, or have two to three students volunteer to share their answers.
- Write the five steps to intervene with a bully on the board or flip chart paper as they are shared out by the students.
- Say, "Now that we have learned about the five steps to intervene with a bully, I'd like us to brainstorm things we could say to help someone who is being bullied." Record answers on board or flip chart paper. Say, "what about if someone is being bullied online?"
- Say, "How can we intervene to prevent other harmful situations, for example when we notice someone has had too much to drink, or when we're worried about a friend's mental health and wellbeing".

Snowball Game

7. Group Activity (10 minutes)

- Say, "Now onto the *Snowball Game*! Without talking, I would like for you to think about a way you may have ever felt bullied by someone else or left out. I will give you 30 seconds to think about this." Time students.
- Say, "I'm going to give you a half sheet of paper that asks you: *In what way have you ever felt bullied?* Without writing your names, I would like you to write your answer down. When you are done put your pencils down, so I know you are finished. Any questions?"
- Distribute $\frac{1}{2}$ sheet *L8 Class Activity: In what ways have you ever felt bullied?*
- When you see everyone has finished, say, "Now I would like you to wad up your papers into a 'snowball' and respectfully throw them (give target area: in the center of the circle, or near the front/ back of room only). Remember our group agreements! Ready? Go!"
- Say, "Okay, now pick up one 'snowball' closest to you, then go back to your seats. Without talking to anyone, unwrinkled your paper and read it. Think about a response you could give

this person that will either encourage or comfort the person who wrote it. Write your response on the back of the paper."

- Pick, or have students volunteer to read both sides of their papers.
- If you have time, have students sit in a circle and go around sharing their 'snowballs'.

Closing

8. Closing and Final Reflections (4 minutes)

- Say, "Considering the five steps to intervene with a bully that we discussed today, do you feel like you could use these steps in your own life? Would you change any part of it, or add on to them? What would make it easier for you to intervene with a bully or in a potentially harmful situation?"
- Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"
- Pass out a list of resources (if you have any to share).

9. Preview of Next Class (1 minute)

- Mention the next meeting time, location and the topic that will be covered.

L8 Student Handout: Bullying Research Guide

"My Mind": Bullying For this section, type in the website address wernative.org/my-life/life-hacks/bullying-prevention. Or you can find the Bullying section of weRnative.org by visiting "My Mind," and selecting the topic "Bullying."

1. What is bullying?

2. What is a bystander? How can you do more than just stand by?

3. What is cyberbullying?

4. What's the first thing you need to do to help someone being bullied?

5. What's the second thing you need to do to help someone being bullied?

6. What's the third thing you need to do to help someone being bullied?

7. What's the fourth thing you need to do to help someone being bullied?

8. How can you intervene when someone is being bullied?

9. Take a look at the five steps to intervene with a bully at wernative.org/articles/be-more-than-a-bystander

1) Notice, 2) Identify, 3) Take Responsibility, 4) Decide to Help, 5) Intervene.

Do you think this would work? Go through each step and defend your argument. Give specific examples of how you would change it or defend why you would keep it the same.

L8 Class Activity: In What Ways Have You Ever Felt Bullied?

In What Ways Have You Ever Felt Bullied?



In What Ways Have You Ever Felt Bullied?

L8 Teacher Answer Sheet: Bullying Research Guide

"My Mind": Bullying For this section, type in the website address wernative.org/my-life/life-hacks/bullying-prevention. Or you can find the Bullying section of weRnative.org by visiting "My Mind," and selecting the topic "Bullying."

1. What is [bullying](http://wernative.org/blog-posts/bullying-definition) (wernative.org/blog-posts/bullying-definition) ?
 - Bullying usually involves one or more people teasing, being violent towards, or harassing somebody on an ongoing basis. Bullying can happen in person and online and through cell phones.
2. What is a bystander (wernative.org/articles/be-more-than-a-bystander) ?
 - A person who is witness to an event or incident but does not do anything.
3. What is cyberbullying (wernative.org/articles/Cyberbullying) ?
 - Cyberbullying is a form of bullying that is carried out through an Internet service such as e-mail, chat rooms, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as text messaging.
4. What's the first thing you need to do to help someone being bullied?
 - Notice the Event. (wernative.org/articles/notice-the-event) Before you can do anything to help in a bullying situation, first you must notice it.
5. What's the second thing you need to do to help someone being bullied?
 - Identify the Situation as One Needing Intervention. (wernative.org/articles/identify-the-situation-as-one-needing-intervention) To be prepared to intervene and help people out, you need to know the signs of a bullying situation.
6. What's the third thing you need to do to help someone being bullied?
 - Take Responsibility. (wernative.org/articles/take-responsibility) So, you've noticed a problem situation that you think could be stopped if someone stepped in. Now is the time to step up.
7. What's the fourth thing you need to do to help someone being bullied?
 - Decide How to Help. (wernative.org/articles/decide-how-to-help) By learning the right skills, you will know how to safely step in the next time you see a bullying situation.
8. How can you intervene when someone is being bullied?
 - Don't Just Stand By: Intervene. (wernative.org/articles/don-t-just-stand-by-intervene) You know the situation isn't okay. You know you should intervene. You know you can intervene. So, why don't you?
 - Stand Up. Stand Strong
 - Don't just Stand by.
9. Think about the five steps to intervene with a bully: 1) Notice, 2) Identify, 3) Take Responsibility, 4) Decide to Help, 5) Intervene. (wernative.org/articles/be-more-than-a-bystander) Do you think

this would work? Go through each step and defend your argument. Give specific examples of how you would change it or defend why you would keep it the same.

- Answers will vary.

L8 Teacher Answer Sheet: In What Ways Have You Ever Felt Bullied?

- Answers will vary

Lesson 9: Make a Difference in Your Community

Overview

Lesson Title: Make A Difference in Your Community

Time: 50 Minutes

Students will:

- Interpret what *activism* is
- Generate ideas for a community service project based on what they have learned throughout unit
- Devise and develop a plan for community service project
- Submit, or reflect on a *We R Native* community service mini-grant application

Materials:

- Computer lab or multiple computers
- If each student has their own computer, headphones for each computer
- Access to We R Native: www.wernative.org
- Copies of *L9 Student Handouts: Make a Difference in Your Community*
- Four sheets of flip chart paper, tape
- Multiple colors of sticky note pads (each student should have at least 15)
- Pencils/pens
- Question Box and Note Cards

Preparation:

- Explore *We R Native's* [Get Involved](#) section. Look at past and present community service grant recipient projects. For more ideas check out: [Do Something.org](#).
- Preview the *Student Handouts* for these lessons to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students.
- Reach out to a community leader or elder about sharing a statement on the importance of activism and service to promote the health and wellbeing for our community. You can even ask the leader or elder to help lead either of these sessions.
- Prep flip chart paper signs. At the top of each paper write one of the following questions: 1) What is activism? 2) Why is 'activism' important to *me*? 3) How could my actions affect my family, friends, community? 4) What are three things I can do? Hang them up in four different places throughout the room.

Vocabulary:

- Activism, community service, grant, brainstorm, responsibility, National health observance
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.

Lesson 9 Outline: Make a Difference in Your Community

Lesson Purpose: The primary purpose of this lesson is to help youth define activism and see the important role they can play in making a difference in their community. Youth will identify project ideas for a community service project and prepare for engaging in activism.

Section Outline	Core Content Components	Instructional Method	Timing	Developmental Assets
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A Cultural Teaching 	Minilecture Q&A Large Group Activity/ Cultural teaching	5 minutes	<ul style="list-style-type: none"> Youth Programs Cultural Competence
Introducing Lesson Concepts	<ul style="list-style-type: none"> Introduction Vocabulary 	Minilecture	5 minutes	
Activism Gallery Walk	<ul style="list-style-type: none"> Gallery Walk (Questions on Activism) Group Presentations Cultural Teaching/Quote (on Activism) 	Small Group Activity Large Group Discussion Minilecture	10 minutes	<ul style="list-style-type: none"> Service to Others Equality and Social Justice Responsibility Cultural Competence
Making a Difference	<ul style="list-style-type: none"> Making a Difference in Your Community Worksheet Large Group Sharing Activity Recap 	Small Group Activity Large Group Discussion Minilecture	25 minutes	<ul style="list-style-type: none"> Positive View of Personal Future Adult Role Models
Closing	<ul style="list-style-type: none"> Final Reflection Preview of next class 	Large Group Reflection	5 minutes	<ul style="list-style-type: none"> Positive Family Communication
Adult Preparation Topics Covered: <ul style="list-style-type: none"> Healthy Relationships Healthy Life Skills Education and Employment Preparation Parent Child Communication Skills 				
Topics Covered: <ul style="list-style-type: none"> All Curriculum Topics 				

Procedures

Welcome and Group Check in

1. Welcome Participants (1 minute)

- Welcome participants and ask them if there are any questions before the lesson begins.

2. Question Box Q&A (2 minutes)

- Answer any questions from the last session.

3. Cultural Teaching (2 minutes)

- Lead the group in a brief energizer activity or share a poem, story, song or tradition that highlights the concepts of Activism or Making and Impact.

Introducing Lesson Concepts

4. Introduction (2 minutes)

- Say, "During the program I asked you to think about ideas for a community service project. Well, today is the day we learn the true meaning of what *activism* can mean to you and our community. We will then get on the computers to review what other youth across Indian Country have done to take care of their communities. During our next and final lesson, you will have the chance to brainstorm and plan for your own project. You will either submit an application for a mini-grant to complete your project to *We R Native*, or you will reflect on it for the future."

5. Vocabulary (3 minutes)

- Go over lesson vocabulary, except for the word "activism."
- Go over any computer lab, or group agreements you think are pertinent.

Activism Gallery Walk

6. Gallery Walk (As a group- 6 minutes)

- Say, "There are four different signs placed throughout the room. For each sign, I would like you to write down at least three answers using sticky notes. Please do not write your names on the sticky notes."
- Say, "These are the questions you will be answering...". Read the questions aloud.
 - What is activism?
 - Why is 'activism' important?
 - How could my actions affect my family, friends, community & society?
 - What are three ideas to make our community a better place?
- Say, "You can answer the questions in any order. Before we start, without talking I will give you one full minute to think of your answers. Please do not start writing until the minute is up. Any questions? Okay, I'll start the clock now." Time students and then ask them to quietly begin writing and posting their answers to each sign. Three to four minutes should be enough time. Give them a cue to move on to the next poster every minute to keep the groups moving.
- When they are done, ask them to stay in their groups at each of the posters and discuss the responses to that question with their group. Give them 1 minute to discuss and select a reporter for their group.

7. Group Presentations (3 minutes)

- Say, "Let's hear from each group about the responses to each question that everyone provided." Give each reporter a brief opportunity to summarize the responses to the questions.
- Say, "Now that we have a better idea of what activism means to you and your classmates, we are going to take these ideas and begin to create a plan for action that will bring about a positive change within our community or help support our community."

8. Cultural Teaching/Quote (1 minute)

- Share a brief quote related to activism, preferably from a current or historical tribal leader in your area. You can also share a story from some of the We R Native projects: <https://www.wernative.org/my-impact/making-a-difference>. Some quote options:
- "*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.*" Margaret Mead
- "Our focus has been on our children. We can invest in our kids... and create the brilliant minds that will solve all the things that plague us. If we invest in them, they will have the answers in the future." - David Archambault II, chairman of Standing Rock Sioux Nation (Source: <http://news.cornell.edu/stories/2017/02/standing-rock-leader-decries-pipelines-sioux-land>)

Making a Difference

9. Making a Difference Handout (In small groups, or independently- 10 minutes)

- Distribute L9 Student Handouts: Make a Difference in Your Community.
- Have students type in the web address: www.wernative.org and begin answering their handout questions. Let them know how much time you will give them. 10 minutes should be enough time. Give them a five and one-minute warning.
- Remind students to add to the We R Native Resources list during the lesson.
- Have students shut down their computers and come back together as a group.

10. Large Group Sharing (10 minutes)

- Pick, or have two to three students volunteer to share their answers.

11. Activity Recap (5 minutes)

- Say, "Thank you all for your good work today. I would like you to think about the responses your classmates gave about the things they could do to help our community. Your homework is to think about what you could do to help our community be a better place. I would also like for you to share these ideas with your families and friends outside of class and see if they have any other ideas for making our community the best it can be. For next class, you will also need the contact information for an adult who will help you with your project. You'll need their address, email, and phone number. So, for your homework, think about who this adult might be and try to reach out to them to get this information."

Closing

12. Final Reflections (4 minutes)
 - Say, "What is something new you learned today? What is something you can share with friends, family and your community from today's lesson?"
 - Pass out the list of resources for community groups or local organizations that may be able to support the service projects.
13. Preview of next class (1 minute)
 - Mention the next meeting time, location and the topic that will be covered.
 - Be sure to also prepare students for the last class of the We R Native program. Start processing with students on how to stay connected after the program and making referrals to other support professionals if necessary.

L9 Student Handout: Make a Difference in Your Community

Get Involved: Check out what other youth in Indian Country are doing to make a difference in their communities. Spend 10 minutes searching online for projects that you could do in your community. Here are some links to examples of youth-led community service projects:

[Projects Funded by We R Native:](http://wernative.org/my-impact/grants) wernative.org/my-impact/grants

Success Stories in the Community



In May, students from the Shoshone Bannock Healthy Empowered Youth (HEY) program offered yard clean-up services to elders in their community. Students borrowed lawn mowers, rakes, and a trailer, and spent the day mowing and planting flowers at two elder's homes. Afterwards they shared a meal, and asked the homeowner about their life. Check out the We R Native Facebook page to see before and after photos!

[Looking for Ideas?](http://wernative.org/my-impact/grants) Visit: wernative.org/my-impact/grants


Looking for Ideas? See What's going on this month.

January February March April May June July August September October November December

January

[100 Ways to Make a Difference in Your Community:](http://education.com/reference/article/Ref_100_Ways_Make/)
education.com/reference/article/Ref_100_Ways_Make/

DoSomething.org



Explore Campaigns
Any cause, anytime, anywhere.

What is DoSomething.org?
Young people + Social change

Log In

Join 4,555,425 members.

> Cause
What are you passionate about?

> Time
How long do you have?

> Type
What would you like to do?

[We R Native - Apply for a Grant:](http://wernative.org/my-impact/grant-application-form) wernative.org/my-impact/grant-application-form

1. Projects Funded by We R Native - Success Stories in the Community. On the My Impact section of We R Native (wernative.org/my-impact/grants), there are examples of youth who received \$475 to carry out a community service project. Review at least five of the projects. Write about your favorite one and talk about what it means to you.

2. Looking for Ideas? See what's going on this month. wernative.org/my-impact/grants

3. Review the health observances for at least three different months in the rotating calendar. List the health issue(s) highlighted during each of those months.

4. Read through the list: [100 Ways to Make a Difference in Your Community](https://www.education.com/reference/article/Ref_100_Ways_Make/) ([education.com/reference/article/Ref_100_Ways_Make/](https://www.education.com/reference/article/Ref_100_Ways_Make/)) . Select one that interests you. Describe the activity and include at least two ways you believe your community might benefit from hosting such an event.

5. Go to the website [DoSomething.org](https://dosomething.org) and review at least four projects. Use the website titles to select a *CAUSE*, a *TIME* and a *TYPE*. Record your selections and briefly describe three ideas the website generated.

6. Back on We R Native's website, look at the *Apply for a Grant* attachment. Identify at least three questions that are included in the grant application.

*BONUS – check out Generation Indigenous Youth Stories (cnay.org/ShareGenIStory.html) and UNITY Earth Ambassadors (unityinc.org/index.php/native-youth/earth-ambassadors) for more ideas.

L9 Teacher Answer Sheet: Make a Difference in Your Community

1. Projects Funded by We R Native - Success Stories in the Community. On We R Native's page, there are examples of youth who received \$475 to carry out a community service project. Review at least five of the projects. Write about your favorite one and talk about what it means to you.

- Virlencia Begay (Navajo), age 20, hosted a youth day called Nee'Niji. Activities included health awareness presentations, traditional teachings, physical activities (5k run, basketball, kickball, volleyball), college prep advice and a water balloon fight :) The group applied for and received a We R Native mini grant for \$475 to help advertise, provide food and purchase school supplies to give out. They promoted their event by hanging up fliers, word of mouth and shared on social media. The event was a huge success and created a fun and supportive environment for over 200 people!
- Jaycee Carrywater Jr. (Cheyenne/Lakota), age 15 and the Niitssitapi Nation (Ferris H.S. Leadership Club) from Spokane, Washington helped break down stereotypes while giving back to their community. The group applied for and received a We R Native mini grant for \$475. They budgeted their money and purchased deodorant, toothbrushes, toothpaste, socks, bread, deli meat and cheese. After going to the store and purchasing these materials, they put together care packages to bring to their local homeless shelter.
- Summer (Oglala Lakota), age 15, hosted an AIDS Awareness Day booth at her community event. She handed out fliers on nutrition and HIV/AIDS awareness. The booth was a hit as almost everyone in attendance stopped by and picked up materials. She even got to meet some new people who were very supportive of her and promoting HIV awareness. Summer said she had a lot of fun so didn't stop there. She then organized a Holiday Teen Party to hand out gifts:) About 100 people attended, she made new friends and had great community support.
- Luke Harris (Cherokee), age 19, helped host a field day for about 130 Native youth at Nike World Headquarters. Renowned speaker Howard White came and gave an inspiring speech as well as Nike N7 founder Sam McCracken. The event was about inspiring Native youth from throughout Oregon and Luke was most proud of the speakers and leaders. They spent a lot of time prepping for the event and the result was a great success. Participants were able to partake in traditional games, football, soccer, stick ball and many other events...they even were able to give away college scholarships!
- Youth from the Lawrence High Inter-Tribal Club held a book drive where they collected books to bring to the Little Nations Academic Center at Haskell University. Not only did they hold a month-long book collection, they also purchased books by Native authors, and created a book of their own "N8TIV3 Numbers." The club then brought the books to the Center and spent time reading to the children (ages 1-5). The event was a huge success! The club was able to incorporate Native American values by giving books to the children, and they were able to get the entire community involved through their book donations.
- Dahkota Brown held a gathering for Native youth from Northern California through a program he started called NERDS, which stands for Native Education Raising Dedicated Students. He brought together 9 different tribes & youth organizations, who brought almost 100 students & 23 booths including colleges, health resources, scholarship opportunities, cultural resources, future career options, and many more. They had keynote speakers and fun events planned throughout the day. The main event consisted of a scavenger hunt that gave all the booths an equal chance to have students gain information and required the students to work together...

- Youth from Nimiipuu held a teen night where they learned about condoms, the importance of reducing your risk, and protecting the ones they love. Kiara Garcia and Jessica Douglas led the STD game. The event was a huge success and they even had a participant approach them about wanting to do their own teen night.
- Whitney, Tashina, Savanna and Noella planned, planted and enjoyed eating from a community garden. One of the best things they learned "...that it takes all of us working together to accomplish this".
- The Nulato Tribal Council (NTC), Nulato life project (NLP), State of Alaska and Tanana Chiefs Conference (TCC) held a boating safety class in Nulato. This was a two-day class and covered risky and safe behavior while on or near the water. William Agnes, James Patsy II, Marvin Cimeon Mountain IV and Elizabeth Stanley each presented a subject to the community and gave out free life jackets.
- Students from the Sisters in Healing Group in Oregon hosted a Walk a Mile in Her Shoes Fun Walk/Run to raise awareness of sexual violence. The group formed a movement to inspire people to heal and to reach out for help. After making posters and flyers to put up around their school, over 50 students and staff attended.
- Students from the Helena Indian Alliance All Nations Youth Council in Montana hosted a Round Dance for their community that focused on issues such as commercial tobacco and diabetes prevention. The event also featured singers, a hand drum contest and a meal with healthy foods. Over 300 youth and elders from throughout community attended the event and learned and shared from each other.
- Students from the American Indian Community House (AICH) Youth Council in NYC collaborated with the Shinnecock UNITY Youth Council to host an indigenous youth identity workshop that focused on artistic expression and cultural identity. The popular DJ group, A Tribe Called Red, was invited to share how their work confronts the many stereotypes that face Native people.
- Students from the Shoshone Bannock Healthy Empowered Youth (HEY) program offered yard clean-up services to elders in their community. Students borrowed lawn mowers, rakes, and a trailer, and spent the day mowing and planting flowers at two elder's homes. Afterwards they shared a meal with the homeowner.
- The Northern Diné Youth Committee hosted an all-day Get Yourself Tested (GYT) event. The event was open to the public and included a 5K run/1-mile walk, a dodgeball tournament, food, and special performances by DJ Smash and Digital Divide. To help folks get tested, the youth committee partnered with Navajo AIDS Network to offer free, confidential STD/HIV testing to those who attended.

2. Looking for Ideas? See What's going on this month.

- Review the health observances for at least three different months in the rotating calendar. List the health issue(s) highlighted during each of those months.
 - January - National Drug Facts Week
 - February - American Heart Month
 - March - National Nutrition Month
 - April - Alcohol Awareness Month
 - May - Skin Cancer Detection and Prevention Month
 - June - National Safety Month
 - July - Health Observances...

- August - National Immunization Awareness Month
- September - National Suicide Prevention Week
- October - Teen Driver Safety Week
- November - National Meth Awareness Day
- December - World AIDS Day

3. Read through the list: [100 Ways to Make a Difference in Your Community](https://www.100ways.org/). ([education.com/reference/article/Ref_100_Ways_Make/](https://www.education.com/reference/article/Ref_100_Ways_Make/)) Select one that interests you. Describe the activity and include at least two ways you believe your community might benefit from hosting such an event.

- Answers will vary, but includes things like:
 - Help teach a younger child to read.
 - Help cook and/or serve a meal at a homeless shelter.
 - Gather clothing from your neighbors and donate it to a local shelter.
 - Make "I Care" kits with combs, toothbrushes, shampoo, etc. for the homeless.
 - Pack and hand out food at a local food bank.

4. Go to the website [DoSomething.org](https://www.do-something.org/) and review at least four projects. Use the website titles to select a *CAUSE*, a *TIME* and a *TYPE*. Record your selections and briefly describe three ideas the website generated.

- Answers will vary, but includes things like:
 - 50 Cans: Collect and recycle (at least) 50 aluminum cans.
 - Grandparents Gone Wired: Teach older adults how to text using emojis.
 - Baby, It's Cold Inside: Decrease your oil dependence by turning off the heat for a day.

5. Back on We R Native's website, look at the *Apply for a Grant* attachment. Identify at least three questions that are included in the grant application.

Lessons 10: Make a Plan for Your Community

Overview

Lesson Title: Make A Plan for Your Community

Time: 50 Minutes

Students will:

- Interpret what *activism* is
- Generate ideas for a community service project based on what they have learned throughout unit
- Devise and develop a plan for community service project
- Submit, or reflect on a *We R Native* community service mini-grant application

Materials:

- Flip chart paper, enough for 1-2 sheets per small group
- Markers
- Copies of *L10 Student Handouts: Make a Plan to Change Your Community*
- Copies of *L10 Student Handout: We R Native Community Service Application*
- Pencils/pens
- Question Box and Note Cards

Preparation:

- Explore *We R Native's* [Get Involved](#) section. Look at past and present community service grant recipient projects. For more ideas check out: [Do Something.org](#).
- Preview the *Student Handouts* for these lessons to determine what is most appropriate for your students' levels and your goals. Print enough copies of each handout for your students.
- Reach out to a community leader or elder about sharing a statement on the importance of activism and service to promote the health and wellbeing for our community. You can even ask the leader or elder to help lead either of these sessions.
- Prepare cultural teachings to share during the lesson.

Vocabulary:

- Activism, community service, grant, brainstorm, responsibility, National health observance
 - *Let English Language Learners and youth who may need more time preview lesson vocabulary or give them vocabulary sheet prior to today's lessons.

Lesson 10 Outline: Make a Plan for Your Community

Lesson Purpose: The primary purpose of this lesson is for youth to create a strong plan for their community service projects. The closing of this session is the closing of the We R Native program, so additional time has been included for gaining feedback on the program and helping provide next steps for youth participants. It's important to make this last day special to show your appreciation for the youth participants throughout the program.

Section Outline	Core Content Components	Instructional Method	Timing	Developmental Assets
Welcome and Group Check In	<ul style="list-style-type: none"> Welcome Participants Question Box Q&A Cultural Teaching 	Minilecture Q&A Large Group Activity/ Cultural teaching	5 minutes	<ul style="list-style-type: none"> Youth Programs Cultural Competence
Make a Plan Activity	<ul style="list-style-type: none"> Introduction Project Idea Brainstorm/ Application Presentations 	Minilecture Small Group Activity/ Brainstorm Large Group Discussion	30 minutes	<ul style="list-style-type: none"> Planning and decision making Youth as Resources
Recap of We R Native	<ul style="list-style-type: none"> Review Lesson Topics Student Feedback 	Large Group Activity	5 minutes	<ul style="list-style-type: none"> Youth as Resources
Closing	<ul style="list-style-type: none"> Final Reflection Cultural Teaching Next Steps for Participants 	Large Group Reflection Cultural Teaching Minilecture	10 minutes	<ul style="list-style-type: none"> Positive Family Communication

Adult Preparation Topics Covered:

- Healthy Relationships
- Healthy Life Skills
- Education and Employment Preparation
- Parent Child Communication Skills

Topics Covered:

- All Curriculum Topics

Procedures

Welcome and Group Check In

1. Welcome Participants (2 minutes)

- Welcome participants and ask them if there are any questions before the lesson begins.

2. Question Box Q&A (1 minute)

- Answer any final questions from the question box.

3. Cultural Teaching (2 minutes)

- Lead the group in a brief energizer or share a poem, song, or tradition that highlights the concepts of community, giving or service.

Make a Plan Activity

4. Introduction (As a group- 5 minutes)

- Say, "Today you will be taking everything you've learned from throughout the unit and putting it into a plan for action. We will be breaking up into small groups to brainstorm project ideas that you will either submit as an actual mini-grant application, or you will write about it and save the idea for the future."
- Go over any group agreements you think may be pertinent.
- Say, "When we break up into small groups your job is to help your group come up with ideas for a project. I would like you to think of ALL the possible areas of need in our community. Think back to all the topics we talked about throughout the program. Who can remind me some of the topics we covered?"
- Say, "As a group, you will 1) select one area of need, and 2) propose a possible community service project that would address the issue. After your group has selected your project idea you will work together to begin planning your project using the lesson handout. However, each person is responsible for filling out his or her own handout. I will give you about 15 minutes to do this. At the end of the lesson, our groups will present their ideas to the class. Are there any questions before we begin?"
- Distribute and discuss: *L10 Student Handout: Make a Plan to Change Your Community*, and *L10 Student Handout: We R Native Community Service Application*. Also distribute flip chart paper and markers to each group.
- Break students up into small groups (about 3-4 students per group). Direct students to workspaces.

5. Project Idea Brainstorm (Small group activity -15 minutes)

- Monitor groups and assist or redirect as needed.
- Give students the time:
 - "You now have five minutes to brainstorm with your group about our community's needs, plus select a project. Write your ideas on your flip chart paper. Go!" Give them a one-minute warning.
 - "Alright, you now have ten minutes to begin planning and organizing your project using the lesson handout." Give them a one-minute warning. When time is up, ask groups to tidy their areas and come back to their desks.

6. Presentations (As a group- 10 minutes)

- Say, "We are now going to begin our group presentations, which will take about ten minutes. We only have enough time for three or four groups to present, so please be courteous and respectful to our speakers so this will run smoothly. Please save any questions until the end."
- Pick, or have three to four groups volunteer to present their proposed projects.
- Say, "Those are great project ideas and you all seem very excited about them. I encourage you to go to the We R Native website and submit your ideas for a chance to win a mini-grant to complete your project. If any of you want help or support for your projects, come talk to me!"
- *If time permits, have all groups share their project ideas.
- Please share these responses by emailing: native@npaihb.org.

Recap of We R Native

7. Review lesson topics and collect student feedback (1 minutes)

- Briefly review the topics you covered in the *We R Native* program

8. Student Feedback (4 minutes)

- Ask students what their favorite part of the *We R Native* unit was, and what was their least favorite part. Now that they are familiar with the *We R Native* website, ask them what things they would change on the website. What's missing? What would they like to see more of?
- Take note of their suggestions for future improvements or feedback to send to We R Native.

Closing

9. Final Reflections (4 minutes)

- Say, "What is the most important thing you learned throughout the program? How have you or will you use this information in your life? What is something you already have or plan on sharing with friends, family and your community from the program?"

10. Cultural Teaching (5 minutes)

- Lead group in closing group activity or cultural practice.
- Pass out any final list of resources

11. Next Steps for Participants (1 minute)

- Say, "Thank you for all your participation, exploration, discussion and hard work throughout this program. We've covered many topics that we hope will help improve your own health and the health of our community. You can still stay in touch with me (provide contact information) and involved in We R Native (share information). Please let us know if you have any questions on anything we talked about today or throughout the program."

We can Change our World!
Step up and shape your community in positive ways.
Open to American Indian and Alaska Native youth 13-21 years old.

Community involvement is something that can start small and make a big impact. We have the tools you need to get started shaping your community in positive ways.

Get Started:

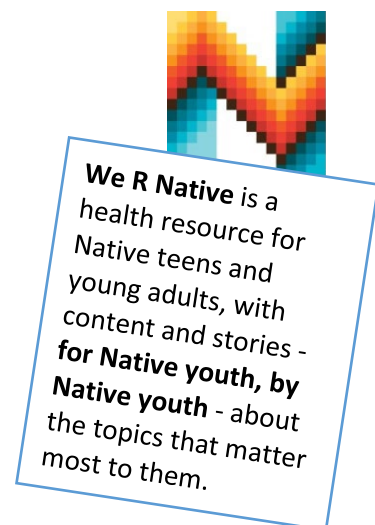
First, find a group of friends and brainstorm an idea:

- Get inspired at: <http://www.dosomething.org>
- Or create your own activity in conjunction with a National health observance, like World No Tobacco Day or Teen Pregnancy Prevention Month: <http://healthfinder.gov/nho/nho.asp>

Now tell us about it:

- What do you plan to do?

- Who will take part?



- Who will benefit from your service project?

- How will you promote your event?

What is your budget for the project? How much do you need (up to \$475)?

- How will you spend it?

Now tell us a bit more about you:

- Your name:
- Tribal affiliation:
- Age:
- Address:
- Email Address:
- Phone number:

Now tell us a bit more about your adult mentor: (We suggest choosing a teacher, health educator, or youth prevention coordinator. Someone you see on a regular basis.)

- Their name:
- Title/Position:
- Address:
- Email Address:
- Phone number:

Community Service Project Agreement

To support your Community Service Project, We R Native will:

- Help you and your team brainstorm a project that you feel excited about!
- Provide your adult mentor with up to \$475. You can use the funds for just about anything: Food, participant incentives, t-shirts, contest prizes, travel expenses, and print materials -- whatever you need to make your event a success.
- Promote your project on the We R Native website, Facebook page, and text messaging service.

In exchange for the mini-grant, I agree to:

- Fill out the attached evaluation form *after the event takes place*. And document the community service project using photographs, videos, or digital storytelling.
- Submit all completed forms, photographs, and/or videos to native@npaihb.org within two weeks of the event.
- Videos should be no more than 4 minutes long. Post them on YouTube and then send us the link. If other people are shown in your photos or videos, please make sure you have their permission to show their image in this way.

Adult Mentor Signature:

Youth Signature:

Consent: Mini-grant submissions may be showcased on the We R Native website, Facebook page, and/or text messaging service. By submitting materials, you grant the Northwest Portland Area Indian Health Board the right to use, edit, and disseminate your submissions in print, online, and through other forms of media for educational, public service, or health awareness purposes. By submitting materials, you release the Northwest Portland Area Indian Health Board and its agents and employees from all claims, demands, and liabilities whatsoever.

L10 Teacher Answer Sheet: Make a Plan to Change Your Community

AND...ACTION!

Now that you have spent the last few weeks learning more about how to live a healthy lifestyle while staying true to your culture...it's your turn to pass on this knowledge.

Make a Difference in Your Community

Brainstorm (5 minutes)

- Use the flip chart paper provided. As a group decide:
- What is an area of need that your community has?
- What are some ideas for addressing this need?
- Select one project idea for your group.

Now let's start planning... (10 minutes)

4. Where will your event or activity take place?

- Answers will vary, but could include things like:
- School, Head Start
- Community center
- Elder's Center
- Food Bank

5. Who will you need to consult/include in the decision-making process?

- Answers will vary, but could include things like:
 - Principle, Teachers, School Counselor
 - Health Department
 - Youth Recreation Coordinator

6. What adult might serve as your team representative/mentor?

- Answers will vary.

7. Who on your team will be responsible for completing required tasks/activities?

Task	Person Responsible
Create fliers	Sarah
Make an announcement over the PA system	Jim

8. What components of your event or activity would cost money?

- Answers will vary, but could include things like:
 - Food
 - Shirts
 - Toiletries
 - Plants – for elder's yard clean-up
 - Books – for head start kids
 - Gardening supplies – for a community garden
 - Print posters and fliers
- Note: We R Native awards mini grant for \$475. Partnering with other organizations is a great way to share costs.

9. How will you promote your event or activity, to let your community know about?

- Answers will vary, but could include things like:
 - School newspaper
 - Tribal paper
 - Tribal website
 - Facebook page
 - Radio station
 - School announcements

10. Are there resources or organizations in your community that might be willing to partner with you?

- Answers will vary, but could include things like:
 - School Clubs
 - Health Department
 - Tribal Clinic
 - Wellness Center
 - Elder's Program

Other supportive medically accurate information on the web is located at:

- Birth Control (including effectiveness rates):
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>; and
<http://www.contraceptivetechnology.org/wp-content/uploads/2013/09/CTFailureTable.pdf> ;
and <https://www.hhs.gov/opa/pregnancy-prevention/index.html>; and
<https://www.womenshealth.gov/a-z-topics/birth-control-methods>
- STD: https://www.cdc.gov/std/healthcomm/fact_sheets.htm; and
<https://medlineplus.gov/sexuallytransmitteddiseases.html>; and
<https://www.hhs.gov/opa/reproductive-health/sexually-transmitted-infections/index.html>
- HIV/AIDS: <https://www.hiv.gov/>; and <https://www.cdc.gov/hiv/default.html>; and
<https://medlineplus.gov/hiv aids.html>; and <https://aidsinfo.nih.gov/>
- Pregnancy: <https://www.womenshealth.gov/pregnancy>; and
<https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/teen-pregnancy-and-childbearing/index.html>
- Puberty and Anatomy Information: <https://www.girlshealth.gov/body/index.html>; and
<https://medlineplus.gov/puberty.html>; and
<https://training.seer.cancer.gov/anatomy/reproductive/>; and
- Nutrition: <https://www.nutrition.gov/>
- Substance Abuse: <https://www.drugabuse.gov/>; and <https://www.samhsa.gov/>
- Mental Health: <https://www.mentalhealth.gov/>; and
<https://www.cdc.gov/mentalhealth/index.htm>