Thrive in the Spaces We Create

+ Special Support Session

February 9, 2022, 10:00-11:30 am PST + Support Session from 11:30-12 PST
Let us Start with a Blessing

“The Indian race are waiting and praying.”
– Chief Joseph, Nimíipuu
Nasheen Sleuth, MS, LPCC  
Dine, (she/her)  
I love cats.  
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Nicole S. Kuhn  
Haida, (she/her)  
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joeyhoy@uw.edu

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NORTHWEST PORTLAND AREA INDIAN HEALTH BOARD  
Indian Leadership for Indian Health
Live Virtual Training Logistics

Logistics
- You are muted
- If comfortable, share video

Engagement
- Jamboard activity
- Chat box
- Icons (Zoom & More)
Welcome, Welcome, Welcome!

Please introduce yourself in the chat box. Include your:

★ Name, Pronouns
★ Tribe/ Organization
★ What are you hoping to learn today?
Group Agreements

★ Participate Fully

★ Delay Distractions

★ Honor Different Experiences

★ Be Brave & Explore

★ Others? (Type in the chat)
We’ve Got Goals!

By the end of today’s session, you will be able to...

★ **describe** what tools some youth are using to positively express and process their emotions

★ **build** affirmative, inclusive, and FUN spaces for youth in your community

"Let us put our minds together and see what life we can make for our children."
Where we are going

1. Zoom Poll Registration Results - 1 min
2. Peer Mentorship & Youth Experience (Native STAND) - 10 min
3. TikTok Messaging for AIAN Youth (UW) - 10 min
4. TikTok for the Greater Good! (Diné Aesthetics & Auntie Mayazhi) - 10 min
5. Paths (Re)membered - 10 min
6. Indigenous Leadership: Stand-alone lesson - 10 min
7. Let’s Try this at Home! (jamboard sharing activity) - 5 min
8. Let’s Talk About it! - 15 min
1. Peer Advocate (aka: Peer Educator/Mentor)

Nasheen Sleuth, MS, LPCC
Native STAND 2.0 editor/consultant
Who is a Peer Advocate?

Any young person who is equipped with effective skills and accurate information to support other young people to make healthier life choices and reduce health risks.

- Healthier choices about relationships, communication, respecting diversity, strengthen cultural knowledge
- Reporductive/Sexual health risk reduction and healthy sexual health behaviors
- Link peers to caring knowledgeable adult: counselor, health care provider, teacher, cultural elder/mentor
Peer Advocates in Action

Youth already share their experiences with other youth

Native STAND 2.0

Youth share what they learned with their friends.

You can with Native STAND 2.0

- New Digital version available
- Adaptable and flexible to various settings
- Caring Adults are key!
2. Peer Advocate Youth Experience

A story from home...
3. TikTok Messaging for AI/AN Youth

University of Washington
Project Overview

Decolonizing Risk Communication: Indigenous Response to COVID-19 using Social Media

1. What is the COVID-Related Messaging for AI/AN youth on TikTok?

2. What are some best practices for using this platform to reach Native youth?
TikTok Basics

- Short length, visually engaging content
- Facilitate content-based interactions through specific hashtags, captions and sounds

- New interactions: Duets & Stitching
- Individually personalized video feeds curated by TikTok’s search and recommendation algorithms

Customized “For You” feed is generated from trending hashtags, sounds or captions
Indigenous Influencers

“As for the teachings, it’s important because a lot of kids don’t have access to resources to learn more about themselves or their culture, but what do they have access to? Their phones and TikTok.”

@tiamiscihk
1.7M TikTok followers
(Allaire, 2020)

Followers have reached out expressing how they want to try hoop dancing, growing out their hair, and learning more about their language.

“To me, that’s one of the most rewarding things I can get from making content”

@notoriouscree
2.9M TikTok followers
(Docto, 2021)
Hashtags

#nativetiktok
#nativetiktoks
#nativeamerican
#indigenous
#native

#covid19
#covid
#coronavirus
#maskup

#indigenous AND #maskup
Best Practices

- Center Indigenous Identity and Culture
- Create content that resonates with trends and culture of TikTok
- Engage and nurture community to extend visibility and reach
4. TikTok for the Greater Good!

Diné Aesthetics & Auntie Máyázhí
Why Social Media - TikTok?
Insights & Intentions

Content Pillars
× Joy
× Justice
× Education
× Community

Know your Audience
× Each platform has a specific kind of demographics. Facebook tends to be my age, 26 and above. Instagram tends to be around my age and younger, and TikTok has become quite popular with everyone.

Know Who You Are
× Ask yourself, what is the story that you want to share on social media? What do you want to be known for? What are your goals?
Auntie Máyahází - Advice & Encouragement

It’s a Social Media Platform, You Use It!

For more content see @forwardlight on Tiktok or search auntiemáyahází
5. Paths
(Re)membered

Insert description
Our community. Our pride.

See what we're up to on Instagram.

https://www.pathsremembered.org/
Community Building through Digital Media

Art by Natalie King

Blog

Podcast

TWO SPIRIT TALKS

Instagram

Text Campaigns

TO LEARN MORE ABOUT TWO SPIRIT AND LGBTQ+ HEALTH
TEXT 2SLGBTQ+ TO 97779
Affirming Environments
Self/ Organizational Assessment

Working with PNW Tribes to:
★ Enhance Affirming Environments
★ Completed 30 I/T/U clinic interviews

Two-Spirit & LGBTQ Affirming Clinical Self-Assessment
★ Visit bit.ly/2slgbtqaffirming
★ Text ASSESS to 97779
Trainings

Working with PNW tribes to create affirming community and clinical environments for Two Spirit and LGBTQ+ relatives.

Offer trainings for
★ Healthcare Providers
★ Relatives and Families of Two Spirit and LGBTQ+ people
★ Educators, Community Organizers, and Advocates
6. Indigenous Leaders

Stand-alone Lesson Plan & Handouts
Indigenous Leaders Overview

Activity Purpose
To explore the core values of Indigenous leadership styles, skills, and attributes. Youth will identify which styles and skills they currently possess and what skills they would like to further develop.

Age Groups: Middle & High School Youth
Time: 35 minutes

Youth Will:
- identify which Indigenous leadership style they are drawn to, as well as what leadership skills and attributes they already possess
- classify their skills into the four ways that leaders are motivated to approach tasks
- imagine who they see themselves becoming as a catalyst for positive change in their community

<table>
<thead>
<tr>
<th>Activity Outline</th>
<th>Core Content Components</th>
<th>Instructional Method</th>
<th>Timing</th>
</tr>
</thead>
</table>
| Welcome and Icebreaker | • Welcome participants  
 • Icebreaker | Minilecture  
 Group Activity | 5 minutes  
 Time Varies |
| Introducing Activity Concepts | • Indigenous Leadership Styles, Skills, Attributes  
 • Handout: Leadership Styles Examples  
 • Handout: Leadership Skills & Attributes Examples | Minilecture  
 Individual Activity | 10 minutes  
 Individual Activity |
| My Respected Leader | • Handout: My Respected Leader | Individual Activity | 5 minutes |
| What Type of Leader Am I? | • Indigenous Leadership Skills & Attributes  
 • Handout: What Type of Leader Am I? | Minilecture  
 Individual Activity | 5 minutes  
 Individual Activity |
| Closing | • Reflection on learning  
 • Journal – Who do I see myself becoming?  
 • Cultural Teaching (if time allows) | Individual Reflection | 5 minutes |

Materials
- Whiteboard/flipchart + marker(s)
- Timer or phone for keeping track of activity times
- Copies of Handouts
- Pencils/ pens
- Materials for opening/ closing cultural activity (poem, prayer, quote, ritual or ceremony description) - if time allows

Preparation
- Preview Lesson plan
- Preview the Handouts for this lesson to determine what is most appropriate for your youths’ levels and your goals. Print enough copies of the lesson handouts for each youth
- Identify a culturally appropriate and relevant quote, poem, and prayer or short ritual to open or close the session with

www.healthynativeyouth.org/stand-alone-lessons/
Indigenous Leadership Styles & Skills/ Attributes

Say, “Welcome, welcome, welcome! Thanks for being here for today’s session! Today we are going to take some time to explore the core values of culture and what it means to be an Indigenous Leader. What does being an Indigenous leader mean to you on a personal level? What does it mean to be a leader and a member of your community? Allow time for responses. Write responses.

Say, “We will talk about the different types of Indigenous leadership styles, skills, and attributes. Lastly, you will then think this through by doing a couple activities to help you identify which leadership styles and skills you currently possess (this will change throughout your lives) and what skills you would like to further develop.”

Say, “Before we get started, let’s take a moment to talk about Indigenous Leadership. We can think about leadership in a continuum, like a straight line; one extreme is on one side, while the opposite extreme is on the other.

<table>
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<tr>
<th>LEADERSHIP STYLE</th>
<th>WHAT IS IT?</th>
<th>THE UPSIDE</th>
<th>THE DOWNSIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTOCRATIC</td>
<td>Relies heavily on getting others to do what you want them to do, by commanding others to follow their policies without consulting them</td>
<td>The upside of autocratic leadership is the speed at which decisions are made</td>
<td>The downside is that decisions made by one person or a small group of people do not take into account the needs of others, which can hurt the group</td>
</tr>
<tr>
<td>LAISSE-FAIRE (OR FREE-RIDE)</td>
<td>Allows people to make their own decisions, putting responsibility on the individual</td>
<td>The upside is the freedom to make your own decisions</td>
<td>The downside is that some people need help and resources to figure out what is best. If everyone is helping themselves, there’s usually no thought about the future or building sustainable practices, which can be harmful to individuals and the group</td>
</tr>
<tr>
<td>HORIZONTAL OR TRADITIONAL</td>
<td>Consults with all members of the group and hears what is and is not important to them. The group works together to put policies in place, and they talk regularly about those policies and how they are working, or not</td>
<td>The upside to traditional leadership is that the groups needs are being met</td>
<td>The downside is slow decision and policy making, which can be harmful to individuals when decisions need to be made now</td>
</tr>
</tbody>
</table>

Visualization:
Below is a visual of what each Leadership Style might look like.

Leadership Styles
- Autocratic
- Laissez-Faire
- Traditional

What’s Your Style?
Think about what Leadership Style you gravitate towards. Draw or write what image(s) come to mind.
My Respected Leader

5 minutes

Say, “Before we move on to your first activity, let’s talk quickly about what leadership skills and attributes are. During your first activity, you will be asked to identify what leadership style you lean towards and what your skills and attributes are. It’s important to think about who you are as a leader currently, so that you can think realistically about the type of leader you want to grow into.

Leadership Skills are the gifts you have that will help you to organize and lead others to a shared goal. Examples of skills are; empathy, honesty, humility, and communication skills.

Leadership Attributes are similar to skills but are slightly different, though there can be some crossover between the two. Attributes are your characteristics, something that makes up who you are. An example of an attributes is to be labeled as funny, intelligent, or charming.

You can read through your Leadership Skill & Attributes Examples handout to learn more and select those that stay with you.”

Distribute Leadership Skill & Attributes Examples Handouts

Say, “Okay, now it’s time for you to start your first activity for this session. Turn to the My Respected Leader handout. Think about someone you admire and respect as a leader.”

Read the instructions and ask youth to complete the handout. Give a one-minute warning to complete.

More Leadership Skills

Accountability
Hold yourself accountable for the decisions you make. Everything is a learning opportunity. If you don’t work, think about why, and what you can do next time. To build trust, be upfront and honest about what you’ve learned.

Transparency
To build trust, be open with others. It also makes your plans and goals clear.

Vision and Purpose
Good leaders always have a vision and purpose. They visualize the future, share their vision, so that others can see where they are heading and share their plan for getting there.

Commitment and Passion
People look up to those who are committed and passionate about the work they do. They want to be part of that energy.

Decision-Making Capabilities
A leader should think big and fast before making a decision but once the decision is taken, carry it. Talk to others to make sure you have the full picture before making a decision that will affect others.

Empathy
Understanding the problems of others, and feeling their pain can help you be an empathetic leader.

Good Communicator
A good communicator can be a great leader. Words have the power to mislead people and make them do the unthinkable. If you use them effectively, you can also achieve better results.

Honesty and Integrity
Honesty and integrity are two important ingredients which make a good leader. How can you expect others to be honest when you talk these qualities yourself? Leaders succeed when they stick to their values and core beliefs.

Confidence
Having confidence means you are sure about your own decisions and capabilities.

Influence Others
To inspire, you must set a good example. People notice what you do, sometimes kids look up to you and see how you react to the situations. If you handle it well, you can inspire others to do the same.

Creativity and Innovation
Creative thinking and constant innovation is what makes you and your team stand out from the crowd. Think out of the box to come up with unique ideas and turn those ideas into goals in reality.

Resilience
No matter how difficult things may get, you stay positive and only.

Emotional Intelligence
The better aware you are of your feelings and emotions, the better you can control them, which presents positive emotions from influencing your decision-making skills.
Individual Activity
5 minutes

What Type of Leader Am I?

Say, “Lastly, when you’re finished, go to the next activity: What Type of Leader Am I? Please find that handout.”

Say, “Think about yourself as leader: an Indigenous Leader. We all come to the table with different gifts; some that are obvious, some we are unsure of, and some we can’t yet see. You’re here because you, or someone else, believed you were supposed to be here. Let’s start to carve the path you were meant to follow.”

Say, “Leaders approach tasks in four different ways, based on how they are motivated. They will do things for others in positive and negative ways. And, they will do things based on their wants, also thru positive and negative ways:

- You’re Positive and WILL DO what OTHERS want. You may still be working from a positive place, but this may be doing what others want you to do. Like if your family is wanting you to take music lessons, but you’re not really into it. While you may enjoy it, it’s more for them, than for you.

- You’re Negative and HAVE TO do what OTHERS want. This might be when you despise taking music lessons, but your family is making you do it. And, if you don’t continue, they may take away some privileges.

What Type of Leader Am I?

- You’re Negative about what YOU MUST DO. This might be when you despise taking music lessons, but your family would be really disappointed if you quit, so you do it anyway, but you’re not happy about it.

- You’re Positive and GET TO do what YOU want. This is where we want to get to. This is the money spot and it can take time to get to. This is when you are positively doing something that you want and are motivated to make it happen.”

Say, “Take a moment to fill in the What Type of Leader Am I? handout. Notice what you’re mostly doing and who it’s for.

Say, “It’s important to know what type of motivation is driving the things you do and whether you’re doing things mostly for yourself or for others. The better aware you are of the way you approach things, the better able you are to shift that approach in the direction you want it to go.”

Read the instructions and ask youth to complete the handout. Give a one-minute warning to complete.

https://www.healthynativeyouth.org/stand-alone-lessons/
Closing and Final Reflections

Say, “I want to give you all a big shout out for completing today’s lesson. You all are such rockstars! As a final activity for today, I’d like to reflect on what we’ve learned. I want to remind you that leaders look many different ways and I’d like you to think about your path and what fits best for you.”

Distribute the handout - Who Do I see Myself Becoming? Encourage youth to reflect on what they’ve learned and how they can apply this to their vision of themself as our next generation of indigenous leaders.

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

If time allows, close with a poem, song, story or tradition that highlights the activity concept.

How did it go?

Let us know how your lesson went and if there’s any edits or adjustments we can make. Thank you for all that you do for our youth!

TA Feedback Form
Wellness Moment

Affirmation of the Day...Creative Visualization

1. Close your eyes
2. Take a deep breath
3. Visualize
Let’s Try this at Home!

Click on the link in the chat box to join the jamboard convo.

Then click on the sticky note on the left menu and answer:

Page 1: How are youth showing up at home?

Page 2: What can you take from today’s convo back home?
6. Let’s Talk About it!

Logistics
- Share Your Video
- Use the Chatfeed

Engagement
- Use the Chatfeed
- ASL
- Zoom Reactions
Chatfeed Convo:
Type Questions,
Ask Away!
Practice in Action

Taking it back home!
Know of anyone looking for School funding?
★ Share the flyer in the chatfeed

THURSDAY, FEB 17 AT 6PM MST

Register TODAY at bit.do/nativescholarship
American Indian College Fund Full Circle Scholarship

- Available to all enrolled members and descendants
- Must be attending a nonprofit, accredited school
- GPA 2.0

collegefund.org/scholarships

Native Pathways College Going Guidebook and Events

collegefund.org/nativepathways

Monthly Newsletters

collegefund.org/stay-connected

CONNECT Platform (Networking, Career Resources)

collegefund.org/connect

Career Pathways Guidebook

collegefund.org/career-Pathways
NATIVE PATHWAYS

Follow Us On Social Media at:

@nativepathways

collegefund.org/nativepathways
Find Curricula on Healthy Native Youth

- Filter & Compare Tool
- All Materials Needed to Implement
- Enhancement Activities
- Resources & Support
- Upload & Submit Your Own Curricula
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Media Literacy Overview

Activity Purpose
To introduce media literacy concepts and the We R Native website to the youth. This session allows students to explore new concepts around media literacy, practice critically evaluating a resource and offers the We R Native website to use in their critique.

Age Groups: Middle & High School Youth
Time: 50 minutes

Youth 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

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</thead>
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<tr>
<td>Welcome and Icebreaker</td>
<td>• Welcome participants</td>
<td>Miniature</td>
<td>2 minutes</td>
</tr>
<tr>
<td></td>
<td>• Media Wave group energizer</td>
<td>Large Group Activity</td>
<td>3 minutes</td>
</tr>
<tr>
<td>Introducing Activity Concepts</td>
<td>• Criteria Activity</td>
<td>Partner brainstorm</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>• Review 5 Key Media Literacy Concepts</td>
<td>Miniature/ Large Group Reflection</td>
<td></td>
</tr>
<tr>
<td>What is a Reliable Health Resource?</td>
<td>• Introduce activity</td>
<td>Miniature</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>• Small Group Activity/ Handout</td>
<td>Small Group Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Activity Review and Group Sharing</td>
<td>Large Group Activity</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>• Reflection on learning</td>
<td>Large Group Reflection</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

What is a Reliable Resource?
15 minutes
Devices with Internet

Break up into Groups...
break youth into groups of 2-3 and assign each group one section of the website to look at.
For example, We R Native has six sections: My Culture, My Life, My Relationships, My Mind, My Impact, and Keli Hurme’s Uncle. You need to choose just one section.

Say: “On the handout I’ll give you next, each group will select just one section of the website to look at. For example, We R Native has six sections: My Culture, My Life, My Relationships, My Mind, My Impact, and Keli Hurme’s Uncle. You need to choose just one section.”

Say: “Now each group will review a different section of the website, you will need to complete the one section assigned to your group.”

Say: “In the information and topics on the website may be sensitive to some of you. If anyone has any questions, feel uncomfortable, or would like talk about some of the content you’re looking at, please feel free to come talk to me.”

Distribute and discuss Handout: Is We R Native a Reliable Resource?
Say: “If you are reviewing the website you will be looking up and assessing different health resources against the criteria and questions we discussed earlier. Any questions before we begin?”

Have youth type in the web address www.healthyouth.org and begin answering their handout questions.
Let them know how much time you will give them. 10 minutes should be enough time.

Give youth five and one-minute warning before asking them stop.

5 Key Media Literacy Concepts

| MEDIA LITERACY CONCEPT | WHAT IT MEANS | KEY TO:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTONOMY</td>
<td>The person who uses the information is the author or publisher</td>
<td>How credible is this message?</td>
</tr>
<tr>
<td>ACCESS</td>
<td>The information does not require any form of payment</td>
<td>Look for media sources that come from websites with “.org” or “.gov” as the domain.</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>Who is responsible for the information?</td>
<td>Look for websites indicated by people or organizations you trust.</td>
</tr>
<tr>
<td>CONTENT</td>
<td>The information provided in the message is accurate, up-to-date and balanced</td>
<td>Look for websites that contain disturbing content.</td>
</tr>
</tbody>
</table>
| PURPOSE | What the message is intended to accomplish | Look for websites that are sponsored by businesses, sales, and/or promotions. 

Is We R Native a Reliable Resource? Handout

Instructor

Type in web address: www.healthyouth.org find the menu tab on top left. Select one topic from My Culture, My Life, My Relationships, My Mind, My Impact, and Ask Auntie Uncie. Click on a topic you want to learn more about and answer the following questions.

Questions:
Q1: What topic is your group learning about?
Q2: List one internal and one external page from your selected topic.

Q3: Use the handout 5 Key Media Concepts to review the Criteria for Quality Health Resources. Use at least three criteria to explain why this website is, or is not, a high-quality health resource.
Text "Caring" to 65664 For Youth

To get regular reminders about how awesome you are from people who care and who've got your back!

https://www.healthynativeyouth.org/resources/
Text “College” to 65664 For College Youth

To get regular reminders about how awesome you are from Native College students who have been there and care about what you’re going through!

https://www.healthynativeyouth.org/resources/

LAUNCHED SEPT. 6TH!
Talking is Power
For Adults

Tips & Resources for
★ Talking to Youth About Sexual Health
★ Getting the convo started
★ Online Printable Resources [here](#)

TEXT “EMPOWER” TO 97779
Text “Veterans” to 65664

For Native Vets

To get regular reminders about how much you are appreciated and cared for from other Native Vets who have been there and care about what you’re going through!

https://www.healthynativeyouth.org/resources/
Healthy Native Youth Newsletter

Stay up to Date with the Latest...
### 2021-22 Community of Practice Lineup

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<tr>
<th>Date</th>
<th>Title</th>
<th>Description</th>
<th>Registration Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 8, 2021</td>
<td>Back-to-School Intentional Balance</td>
<td>What a year it has been! Now more than ever, we find the need to create intentional safe spaces for ourselves and others. To serve to acknowledge, believe, and thrive in this ever changing virtual school year. Join Robert Johnson from the Native Wellness Institute and Dina Carson from NWINI who will help create a space for you to work through burnout, re-energize in the workplace, time management and boundaries to care a path towards intentional balance.</td>
<td>Watch Recorded Session here</td>
</tr>
<tr>
<td>October 13, 2021</td>
<td>Cultural Competency to Raise Healthy Native Youth</td>
<td>Culture is woven into everything we do, from how we engage, learn, and provision information. In order to best serve our Native youth, mental health awareness and the access behind culture as a preservation tool so that our relationships and allies can best support the health of our Native youth. Join the Native Nation Tribal Health Consortium, the Native Health Initiative and Native Social Media Alliance to share the experiences impacting cultural competency.</td>
<td>Watch Recorded Session here</td>
</tr>
<tr>
<td>November 10, 2021</td>
<td>Tackle Trauma with Care</td>
<td>Indigenous communities have long faced anxiety and stress to cope, rebuild, and effectively take action. Join the Native Children's Trauma Center to walk through trauma informed practices to educate and help those in the tribe we have all experienced individually and collectively during the pandemic. Together with heat and thirst!</td>
<td>Watch Recorded Session here</td>
</tr>
<tr>
<td>December 8, 2021</td>
<td>Set the Stage for Program Success</td>
<td>Our Elders have taught us the importance of the gathering season. It is the time to prepare and maintain ourselves throughout the year, setting a strong foundation to create ease and success for the future. Join the NWINI crew to talk about how to GET HEALTHY and produce community and youth input on health priorities and activities to use the stage for program success.</td>
<td>Watch Recorded Session here</td>
</tr>
<tr>
<td>January 12, 2022</td>
<td>Pickers Can Be Chosec: Choosing a Program</td>
<td>You have gathered youth and community feedback to identify health priorities, resources and needs. Now you are ready for the CHOOSE phase. Let the NWINI crew help you choose critical criteria for program selection, getting approval, and tips for involving youth in the selection process. How from program developers on Native youth programming: Wiis It Native, Native STAND, Native NYSW Choice, Native It’s Your Game.</td>
<td>Watch Recorded Session here</td>
</tr>
<tr>
<td>February 9, 2022</td>
<td>Thrive in the Spaces We Create</td>
<td>Help Native youth build affirmation, inclusion, PIV and creative spaces together using Indigenous leadership and peer mentoring approaches. How do Native youth use creative expression to positively process emotions to thrive in these spaces. Come learn how you can help youth in your community do the same.</td>
<td>Click here to register</td>
</tr>
</tbody>
</table>

### 2021-22 Community of Practice Lineup

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Description</th>
<th>Registration Link</th>
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<tbody>
<tr>
<td>March 9, 2022</td>
<td>Prepare for Implementation Success</td>
<td>Now that you have chosen a program, you can prepare for implementation success. Let the NWINI crew help you prepare an IMPLEMENTATION plan that includes recruitment, grant proposal funding, supplies and materials for implementation success. You’ve got this and we’ve got your back!</td>
<td>Click here to register</td>
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<tr>
<td>April 13, 2022</td>
<td>Stand Up to STI/STD Stigma</td>
<td>As sexual educators we know the challenges of community and youth attitudes towards sex, STI/STD stigma that prevent and harms the health of our Native communities. Join us as we stand up to STD/STI stigma through traditional approaches to Indigenous sexual health. And, how about successful STD/STD self-testing programs from the Idaho Native Health Commission - I want the KID!</td>
<td>Click here to register</td>
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<tr>
<td>May 11, 2022</td>
<td>Concerning Social Media Posts Workshop</td>
<td>Learn how you can become the trusted adult youth can turn to when they’re in post concerning messages on social media. Suicide prevention and mental health, as many do not disclose thoughts of suicide before making an attempt. However, youth may disclose depression symptoms and suicidal ideation via social media, like Instagram, TikTok, Twitter, Snapchat, and through text-messaging. These public disclosures may provide new opportunities to identify youth at risk and connect them to appropriate resources and support. Join us to see how!</td>
<td>Click here to register</td>
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<tr>
<td>June 8, 2022</td>
<td>Staying Connected</td>
<td>Summer is fast approaching and we are considering shifts in how we can stay connected and keep programs moving forward with summer programs and peer-led mentoring. Join the Call to talk about what others are doing and how we can support each other's youth programming.</td>
<td>Click here to register</td>
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<tr>
<td>July 13, 2022</td>
<td>Sustain and Grow your Program</td>
<td>Congratulations you have implemented your program and are now in the GROW phase. Let the NWINI team help you reflect on what worked, what can change, and what you need to do to keep the momentum going.</td>
<td>Click here to register</td>
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Contact us:  
- apatton-contracted@prairie.org  
- reeng@prairie.org  
- www.healthynativesyouth.org  
- Text HEALTHY to 97779  
- Click on links next to each session to register in advance.
Our team is here to support you!

We know selecting and implementing a curriculum can be challenging... Whether it’s selecting a program, getting prepared, training a facilitator, or maintaining a program you’ve already implemented. Let us know how we can help you and we’ll follow-up in the next week.

Name*

First and Last Name

★ Request TA & Training
★ TA Evaluation Form
Thank you!

You can find us at:
Amanda Gaston, MAT
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Funding Credit

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Let us Close with a Blessing

“Ka faingata a ho hala. Feinga.”
– The Tongan People
Special Support Session

11:30-12 PST
Group Agreements

★ Participate Fully

★ Delay Distractions

★ Honor Different Experiences

★ Be Brave & Explore

★ Others? (Type in the chat)
Yá'át'ééh! Keshi! Hola!

Josh Cocker
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What’s my medicine?