



# 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, Nimiipuu



# Yá'át'ééh! Keshi! Hola!



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**NORTHWEST PORTLAND AREA  
INDIAN HEALTH BOARD**  
*Indian Leadership for Indian Health*



# Live Virtual Training Logistics

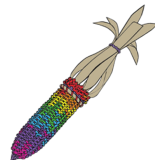


## Logistics

- You are muted
- If comfortable, share video

## Engagement

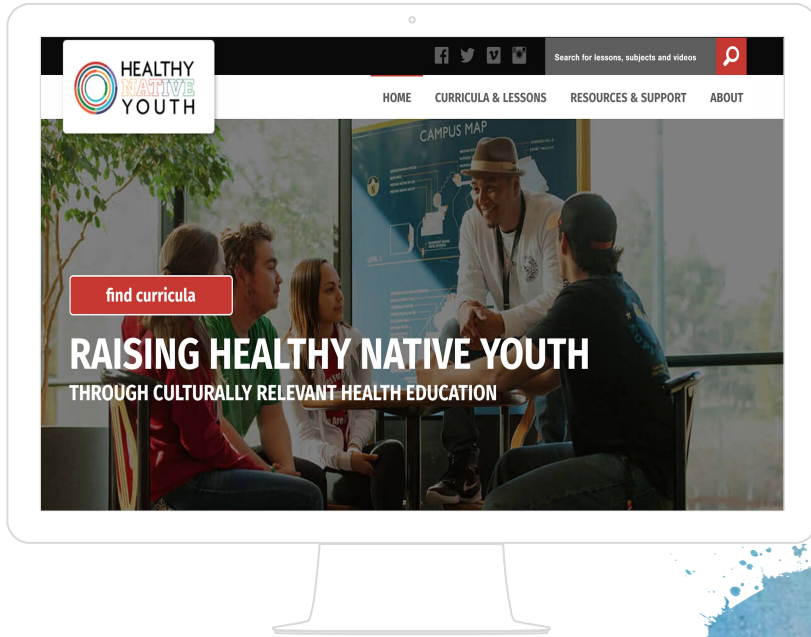
- Jamboard activity
- Chat box
- Icons (Zoom & More)



# 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.

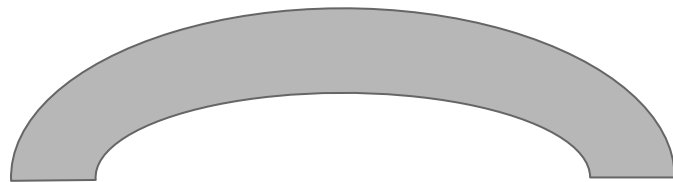
- Healthier choices about relationships, communication, respecting diversity, strengthen cultural knowledge
- Reproductive/Sexual health risk reduction and healthy sexual health behaviors
- Link peers to caring knowledgeable adult : counselor, health care provider, teacher, cultural elder/mentor



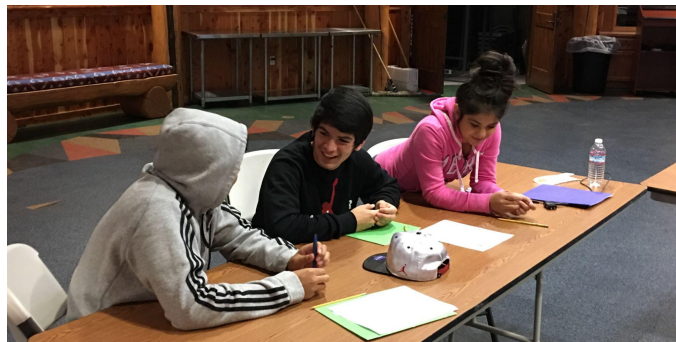
# Peer Advocates in Action



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...





JENNIFER SANCHEZ  
MINNESOTA

<https://www.youtube.com/watch?v=euepCU07m1A>



# 3. TikTok Messaging for AI/AN Youth

University of Washington



# Project Overview



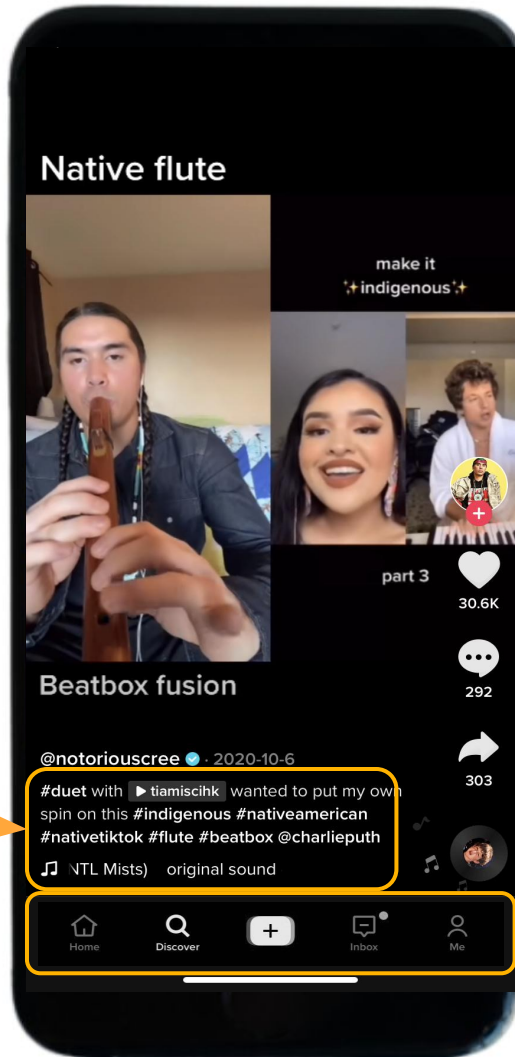
*Decolonizing Risk Communication:  
Indigenous Response to COVID-19  
using Social Media*

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 & Sticking

- Individually personalized video feeds curated by TikTok's search and recommendation algorithms



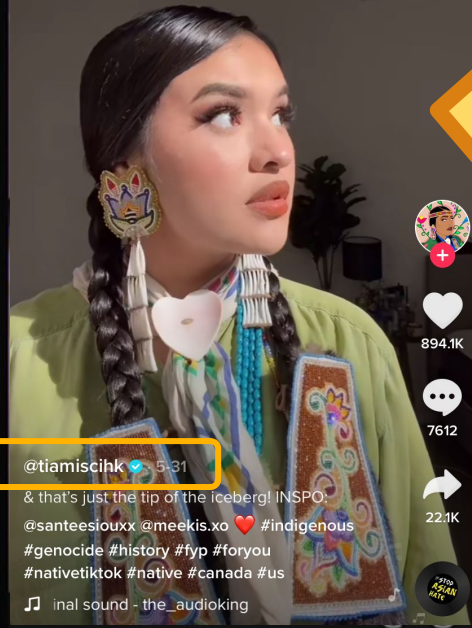
Customized “For You” feed is generated from trending hashtags, sounds or captions



# Indigenous Influencers



## Indigenous People:



*"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)

@notorious\_cree  
@the\_land

@shinanova  
@indigenous\_baddie

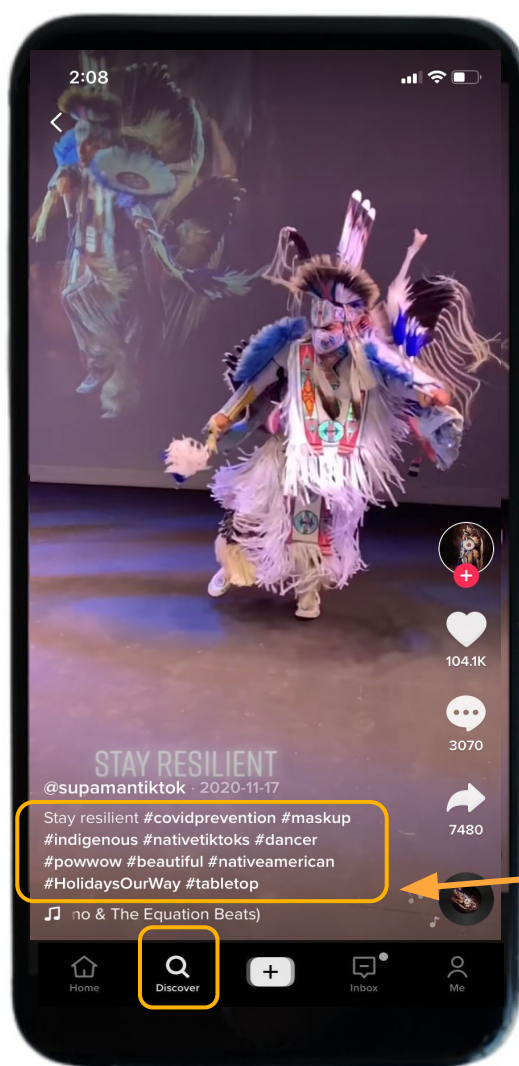
@tiamiscihk  
@supamantiktok



# Hashtags

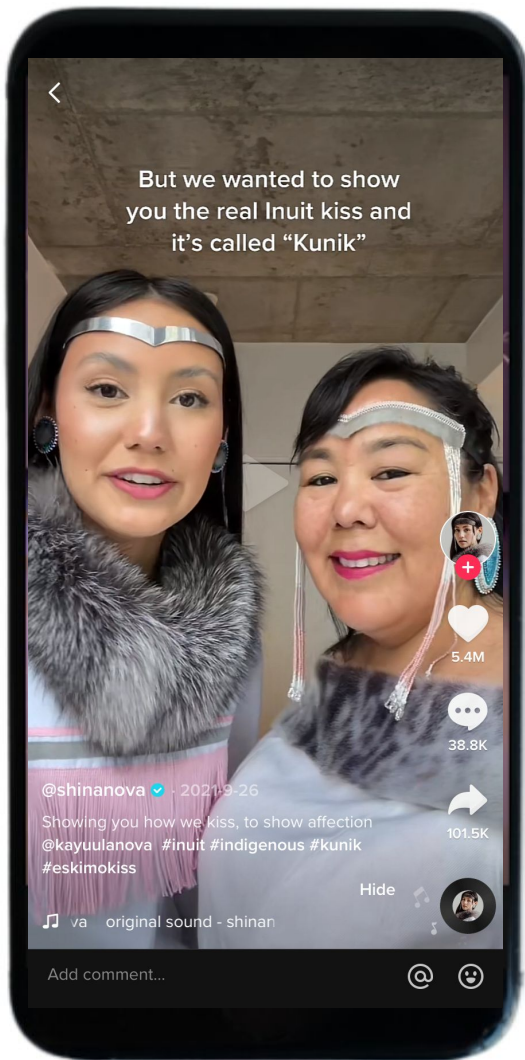
#nativetiktok  
#nativetiktoks  
#nativeamerican  
#indigenous  
#native

#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

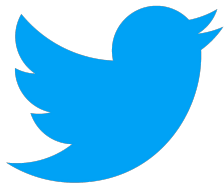
## Content Pillars

- × 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 Máyázhí - Advice & Encouragement



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

For more content see  
@forwardlight on  
Tiktok or search  
#auntiemáyazhí



# 5. Paths (Re)membered

Insert description





Two Spirit & LGBTQ

Providers ▾

Accomplices

Events

Our Stories ▾

Resources

About Us

# Our community. Our pride.

See what we're up to on Instagram.

CONNECT

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



# Community Building through Digital Media



Art by Natalie King

Blog

Podcast



Instagram

Text Campaigns

TO LEARN MORE ABOUT TWO SPIRIT  
AND LGBTQ+ HEALTH



PATHS (RE)MEMBERED PROJECT. NPARIIB

# 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/2slgbtqaaffirming](https://bit.ly/2slgbtqaaffirming)
- ★ 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 leaderships 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 leaderships 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

Activity Outline	Core Content Components	Instructional Method	Timing
Welcome and Icebreaker	<ul style="list-style-type: none"><li>• Welcome participants</li><li>• Icebreaker</li></ul>	Minilecture Group Activity	5 minutes Time Varies
Introducing Activity Concepts	<ul style="list-style-type: none"><li>• Indigenous Leadership Styles, Skills, Attributes</li><li>• Handout: Leadership Styles Examples</li><li>• Handout: Leadership Skills &amp; Attributes Examples</li></ul>	Minilecture Individual Activity	10 minutes
My Respected Leader	<ul style="list-style-type: none"><li>• Handout: My Respected Leader</li></ul>	Individual Activity	5 minutes
What Type of Leader Am I?	<ul style="list-style-type: none"><li>• Indigenous Leadership Skills &amp; Attributes</li><li>• Handout: What Type of Leader Am I?</li></ul>	Minilecture Individual Activity	5 minutes 5 minutes
Closing	<ul style="list-style-type: none"><li>• Reflection on learning<ul style="list-style-type: none"><li>• Journal – Who do I see myself becoming?</li></ul></li><li>• Cultural Teaching (if time allows)</li></ul>	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/](http://www.healthynativeyouth.org/stand-alone-lessons/)





# Intro Activity Concepts

10 minutes  
Minilecture

## 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 leaderships 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.

Leadership  
Styles  
Handout  
Page 1

Think about which leadership style you are drawn to and how that might work in your community. Consider times when it might be good to use another leadership style(s).

LEADERSHIP STYLE	WHAT IS IT?	THE UPSIDE	THE DOWNSIDE
<b>AUTOCRATIC</b>  Do what I tell you!	Relies heavily on getting others to do what you want them to do, by commanding others to follow their policies without consulting them	The upside of autocratic leadership is the speed at which decisions are made	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
<b>LAISSE-FAIRE (OR FREE-REIN)</b>  Eh, whatever you think is best...?	Allows people to make their own decisions, putting responsibility on the individual	The upside is the freedom to make your own decisions	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
<b>HORIZONTAL OR TRADITIONAL</b>  What's best for everyone??	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	The upside to traditional leadership is that the groups needs are being met	The downside is slow decision and policy making, which can be harmful to individuals when decisions need to be made now

[www.wernative.org](http://www.wernative.org)

Leadership  
Styles  
Handout  
Page 2

## Visualize

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

## Leadership Styles



## 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 cross-over 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.*

Leadership Skills & Attributes Handout

Below are some examples of what types of leadership skills you may possess. Think about what skills describes you, or what skills you would like to work towards: 1) Read through, and 2) Circle those that apply to you.

**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 lack 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 qualities.

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

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

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

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

My Respected Leader Handout

Think about a person you admire and respect as a leader. This may be an elder, relative, friend, community member, or someone from history.

What has this person done to show you they are a leader?

What Indigenous leadership styles do they possess?

List three things that make them a good leader.

You are the next generation of Indigenous Leaders!

In what ways are you like them?

## More Leadership Skills

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

**Delegation and Empowerment**  
You cannot do everything. Share tasks with others to accomplish goals. This can help build trust and a stronger sense of teamwork.

**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 and goals into reality.

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

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

**Emotional Intelligence**  
The better aware you are of your feelings and emotions, the better you can control them, which prevents negative emotions from influencing your decision-making skills.

## More Leadership Skills

**Humility**  
A good leader is always selfless and always think about others.

**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.

### Attributes

Below are some examples of leadership attributes that you may possess. Think about what attributes best describe you. Circle those that apply to you.

ambitious charming responsible eager trust worthy determined humble productive flexible sincere focused positive funny



## 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.



## Individual Activity

Continued

### 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.*

### What Type of Leader Am I? Handout

Leaders approach tasks in four different ways, they:

1. Positively GET TO what They Want
2. Positively WILL DO what Others Want
3. Negatively HAVE TO do what Others Want
4. Negatively MUST DO what Others Want

Think about your wants, as well as what others want of you. Are you positively or negatively doing them? Write down examples for each box.

How do you GET TO positively do what you want?

<b>POSITIVE ATTITUDE</b>	
I'm Positive and WILL DO what others want	I'm Positive and GET TO what I want
I'm Negative and HAVE TO do what others want	I'm Negative about what I MUST DO
<b>NEGATIVE ATTITUDE</b>	

OTHERS WANTS

YOUR WANTS

[www.wernative.org](http://www.wernative.org)



## Closing

5 minutes  
Large Group

### 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 themselves 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](#)



## Who Do I see myself becoming?

Imagine. Then draw, doodle, write, or record a video.  
How do you want to show yourself to others?

Journal  
Space





# 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!*

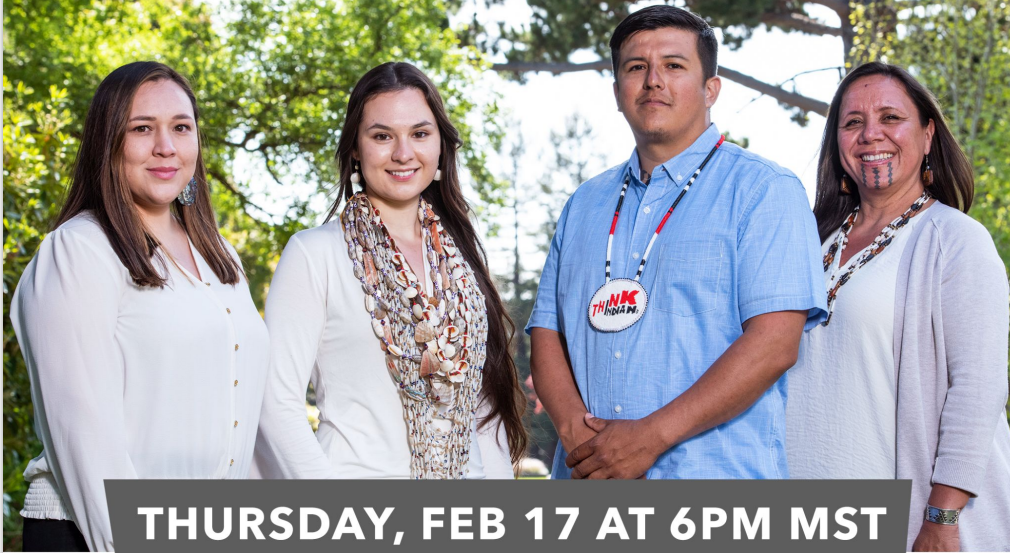


# Practice in Action

Taking it back home!



# NATIVE SCHOLARSHIPS FORUM



**THURSDAY, FEB 17 AT 6PM MST**

Hear from representatives at the following Native providers:



Hosted by:



## Know of anyone looking for School funding?



Share the flyer in the  
chatfeed

**Register TODAY at [bit.do/nativescholarship](https://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](https://collegefund.org/scholarships)

## Native Pathways College Going Guidebook and Events

[collegefund.org/nativepathways](https://collegefund.org/nativepathways)

## Monthly Newsletters

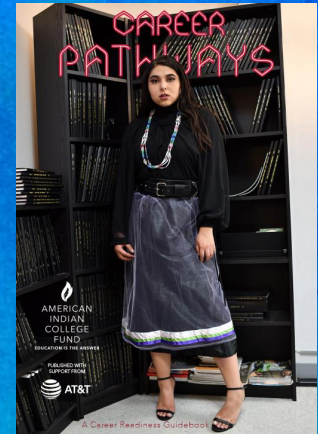
[collegefund.org/stay-connected](https://collegefund.org/stay-connected)

## CONNECT Platform (Networking, Career Resources)

[collegefund.org/connect](https://collegefund.org/connect)

## Career Pathways Guidebook

[collegefund.org/career Pathways](https://collegefund.org/career Pathways)



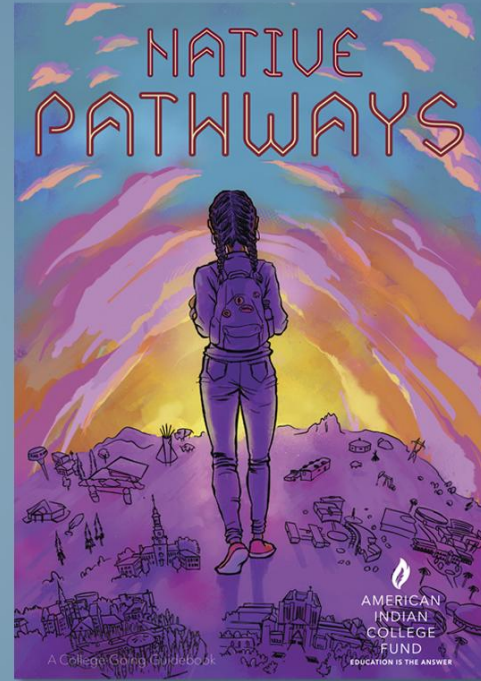
# NATIVE PATHWAYS

Follow Us On  
Social Media at:



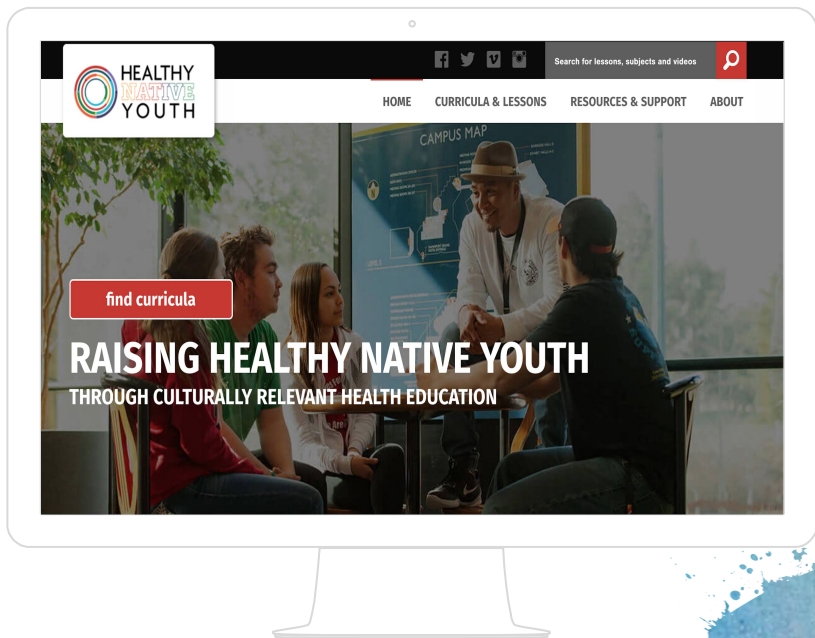
@nativepathways

[collegefund.org/nativepathways](https://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



# Youth Support



In crisis? Connect 24/7...

**CRISIS TEXT LINE**

Crisis Text Line  
Text: NATIVE to 741 741  
[WhatsApp](#)



National Suicide Prevention Lifeline  
Call: 1-800-273-TALK  
[Chat](#)

## Abuse & Sexual Assault



StrongHearts Native Helpline  
Call, text, or chat 24/7  
1-844-7NATIVE (762-8483)  
[Chat](#)



National Sexual Assault Hotline Call  
(24/7): 1-800-656-HOPE  
[Chat](#)



National Teen Dating Abuse Helpline  
Call (24/7): 1-866-331-9474  
Text: LOVEIS to 22522  
[www.loveisrespect.org](#)



Childhelp National Child Abuse Hotline  
(24/7): 1-800-4-A-Child (422-4453)

## Drugs, Alcohol & Tobacco



National Institute on Drug Abuse for  
Teens  
Call: 1-800-662-HELP



Truth: Smoking, Vaping, and Opioids  
[Get 24/7 Support](#)  
Text: DITCHVAPE to 88709



Get the Facts About Drugs:  
Just Think Twice  
Call: 1-855-378-4373  
Text: 55753



National Drug Information  
Treatment & Referral  
Hotline  
Call: 1-800-662-4357

## Mental Health



Mental Health America  
Call: 1-800-969-6642  
Text: MHA 741 741



National Hotline: Reach Out  
& Get Help  
Call: 1-800-448-3000  
Text: VOICE to 20121



Teens Helping Teens  
Call: 1-800-852-8336  
Text: TEEN to 839 863



Caring Messages - to  
remind you of how  
awesome you are!  
Text: CARING to 65664  
Text: COLLEGE to 65664



We R Native: My Mind  
[Ask Auntie & Uncle](#)  
Text: CARING to 65664



PAGE 1

CLICK ON THE LOGOS TO GO TO RESOURCE

<https://www.wernative.org/wp-content/uploads/Youth-Support-Resources.pdf>

# Youth Support



PAGE 2

## Relationships & Dating



StrongHearts Native Helpline  
Call, text, or chat 24/7  
1-844-7NATIVE (762-8483)  
[Chat](#)



Love is Respect  
Call (24/7): 1-866-331-9474  
Text: LOVEIS to 22522  
[www.loveisrespect.org](#)



That's Not Cool  
Healthy Relationships, Online & Off  
Call (24/7): 1-866-331-8453



We R Native: My Relationships  
[Ask Auntie & Uncle](#)

## Sexual Identity - 2SLGBTQ+



Paths (Re)Membered Project  
Text: 2SLGBTQ to 97779



Native Youth Sexual Health Network



The Trevor Project  
Call (24/7): 1-866-488-7386  
Text: START to 678 678  
[Chat](#)



It Gets Better Project  
Embrace the Journey

## Sexual Health



Planned Parenthood  
Call: 1-800-230-7526  
[Chat: Ask Bob](#)  
[Find a Clinic](#)



We R Native: Sexual Health  
Text: SEX to 97779  
[Ask Auntie & Uncle](#)



I Know Mine  
[Ask Nurse Lisa](#)  
[I Want the Kit & Order](#)  
[Condoms \(AK mailing only\)](#)



It's Your Sex Life  
[Live Chat](#)



Bedsitter



Get Yourself Tested #GYT  
[Find a clinic near you](#)



Trans Life  
Call: 1-877-565-8860



Human Trafficking Hotline  
Call (24/7): 1-888-373-7888  
Text HELP to 233 733  
[www.humantraffickinghotline.org](#)



CLICK ON THE LOGOS TO GO TO RESOURCE

Click on icons to go to resource

# Youth Support



PAGE 3

## Bullying



Stopbullying.gov  
[What Teens Can Do](#)  
[What Adults Can Do](#)



Cyberbullying  
[Resources for Youth](#)  
[Report Cyberbullying](#)



We R Native: Bullying Prevention  
[Ask Auntie & Uncle](#)

## Text Message Campaigns



Text: NATIVE to 97779  
For health & wellness tips



Caring Messages - to remind you of how  
awesome you are!  
Text: CARING to 65664 (ages 13-24)  
Text: COLLEGE to 65664 (college youth)



Text: SEX to 97779  
Get tips and resources to protect your sexual  
health



Text: LGBTQ2S to 97779 or ALLY to 97779  
Native: Two-Spirit: LGBTQ. #BornSacred



Text: STEM to 97779  
For inspiration and motivation on your journey  
in Health, Technology, Engineering or Math



Text: FITNESS to 97779  
For inspiration and motivation to conquer your  
personal wellness goals and you could win  
fitness gear or a fitbit!!

## Find Help Near You



SAMSHA - Zip code locator  
for a treatment center  
closest to you



Mental Health America - Zip  
code locator for a clinic  
closest to you

CLICK ON THE LOGOS TO GO TO RESOURCE

TIP: SIGN UP FOR ONE CAMPAIGN AT A TIME. OTHERWISE  
YOUR MESSAGES WILL GET ALL MIXED UP AND THAT'S NO  
BUENO

We ALL need Help...

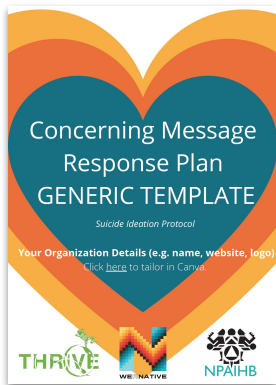
... at different points in time. Every single one of us! Trust your gut and...

**Share** - any concerns you have

**Talk** - with someone you can trust

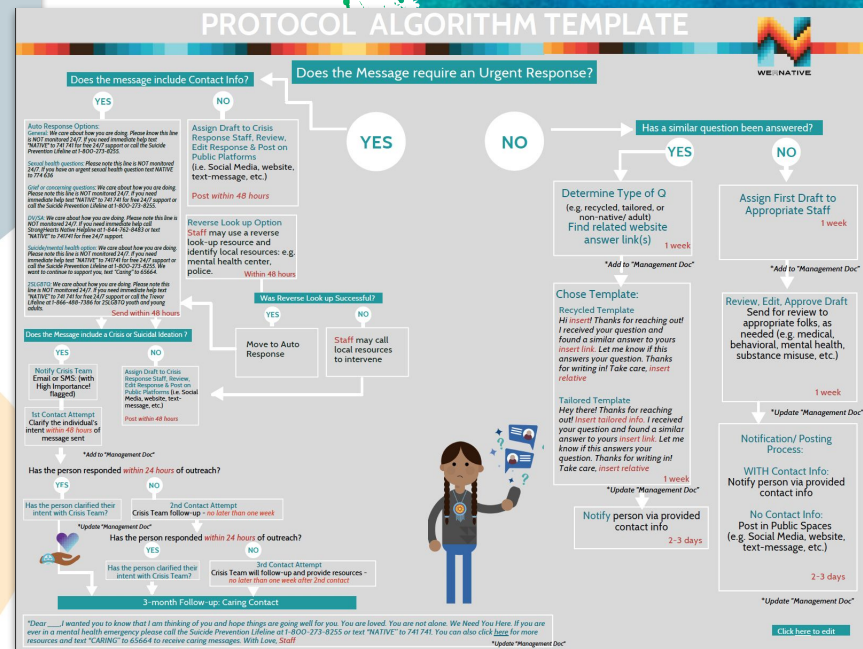
**Report** - if you're worried about someone





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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

Activity Outline	Core Content Components	Instructional Method	Timing
Welcome and Icebreaker	<ul style="list-style-type: none"> <li>Welcome participants</li> <li>Media Wave group energizer</li> </ul>	Minilecture Large Group Activity	2 minutes 3 minutes
Introducing Activity Concepts	<ul style="list-style-type: none"> <li>Criteria Activity</li> <li>Review 5 key Media Literacy Concepts</li> </ul>	Partner brainstorm Minilecture/ Large Group Reflection	15 minutes
What is a Reliable Health Resource?	<ul style="list-style-type: none"> <li>Introduce activity</li> <li>Small Group Activity/ Handout</li> <li>Activity Review and Group Sharing</li> </ul>	Minilecture Small Group Work Large Group Activity	25 minutes
Closing	<ul style="list-style-type: none"> <li>Reflection on learning</li> <li>Cultural Teaching (if time allows)</li> </ul>	Large Group Reflection	5 minutes



## 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 select resource handout.

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 Ask/ Auntie/ Uncle. You need to choose just one section.

Say, "Since each group will review a different section of the website, you only need to complete the one section assigned to your group."

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 to 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, "As 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.werative.org](http://www.werative.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 a five and one-minute warning before asking them stop.

## 5 Key Media Literacy Concepts

MEDIA LITERACY CONCEPT	WHAT IT MEANS	KEY TIPS	CRITERIA FOR QUALITY HEALTH RESOURCES
<b>AUTHORSHIP</b>	<ul style="list-style-type: none"> <li>The person who wrote or developed the content</li> <li>The credentials of the author(s) or publisher</li> </ul>	Who created this message?	<ul style="list-style-type: none"> <li>Look for media sources that come from websites with .org, .edu, or .gov as these are often more credible and reliable</li> <li>Look for contact information for the author of the website or media source</li> </ul>
<b>FORMAT</b>	<ul style="list-style-type: none"> <li>The type of media: Website, News Article, Blog, Application, etc.</li> <li>The style or creative design of the media</li> </ul>	What techniques are they using to capture my attention?	<ul style="list-style-type: none"> <li>Look for a well-designed website or media source that captures your attention and is memorable</li> <li>Look for media sources that are easily readable and accessible in various browsers</li> <li>Look for media that are accessible for people with disabilities</li> </ul>
<b>AUDIENCE</b>	<ul style="list-style-type: none"> <li>Who the messages or content is developed for</li> <li>Who the messages or content appeal to</li> </ul>	How might different people understand this message differently? Who is this content developed for?	<ul style="list-style-type: none"> <li>Look for media sources that are inclusive for people of various backgrounds and identities</li> <li>Look for media sources that are objective and unbiased</li> </ul>
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>The information contained in the media source</li> </ul>	What values, (beliefs, or points of view) are represented in this media source or message? What values, (beliefs, or points of view) are not represented in this media source or message?	<ul style="list-style-type: none"> <li>Look for messages and media sources that can be verified and are free of mistakes</li> <li>Check how recent the content was updated or published: often sources with recently updated information are more accurate</li> <li>Look for a good variety of information that covers a range of content and topics</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>Who the messages or content is developed for</li> <li>Who the messages or content appeal to</li> </ul>	Why is this message being sent?	<ul style="list-style-type: none"> <li>Look for media sources and messages that have educational purposes when looking for health information</li> <li>Look for websites that appeal to youth as are interactive</li> </ul>

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



<https://www.healthynativeyouth.org/st-and-alone-lessons/>

Is We R Native a Reliable Resource? Handout

## Instructions

Type in web address: [www.werative.org](http://www.werative.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/ Uncle. Click on a topic you want to learn more about and answer the following questions.

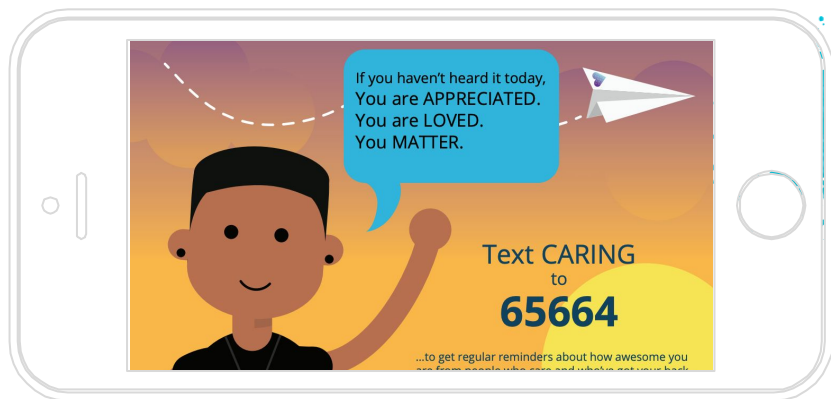
## Questions

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.





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

# 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!



**LAUNCHED  
SEPT. 6TH!**

# 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 are about what you're going through!

# 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**

**TALKING IS POWER**

A Text Messaging Service for Parents and Caring Adults

Talking with youth about sensitive topics is never easy, but it's important. You are your teen's biggest influencer when it comes to making decisions about sex and healthy relationships.

**Text EMPOWER to 97779**

You'll receive up to 3 text messages per week with conversation starters, tips, video demonstrations, and words of encouragement.

We'll cover sexual health, pregnancy, STDs, and consent. You don't need to have all the answers, you just need to start talking – be open and honest – and keep at it. Talking with your teen will help them make healthy decisions.

#TalkingIsPower #weRnative #HealthyNativeYouth

**Ya'at eeh! My name is Michelle! My pronouns are she and her. Give yourself a high five from me! I'm glad you're here!**

What's a rule you have for your relationships? How can you respect other people's rules and boundaries?

[www.healthynativeyouth.org](http://www.healthynativeyouth.org)  
[fb.com/HealthyNativeYouth](https://fb.com/HealthyNativeYouth)  
Listserve: Text "YouthNews" to 22828  
<https://www.instagram.com/healthynativeyouth/>  
[@HealthyNativeYouth](mailto:native@npaihb.org)  
[native@npaihb.org](mailto:native@npaihb.org)

**HEALTHY NATIVE YOUTH**

**CURRICULA LESSON PLANS HANDOUTS RESOURCES**

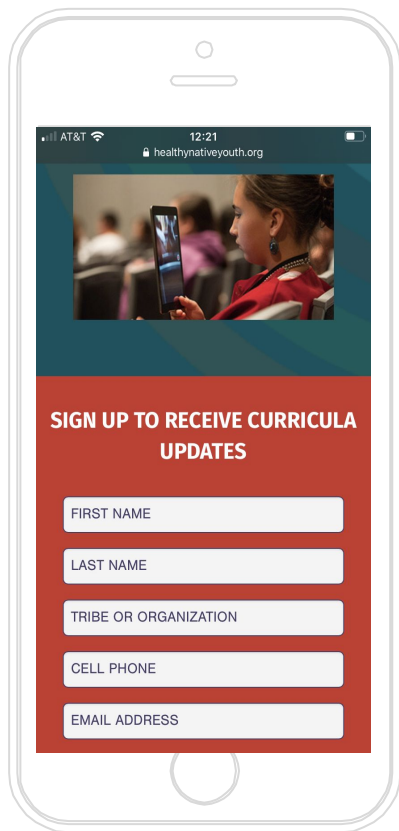
**LAUNCHED  
VETERANS DAY!  
11/11/21**



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

# 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!



# *Healthy Native Youth* Newsletter






Stay up to Date with the Latest...

# Mark Your Calendars!

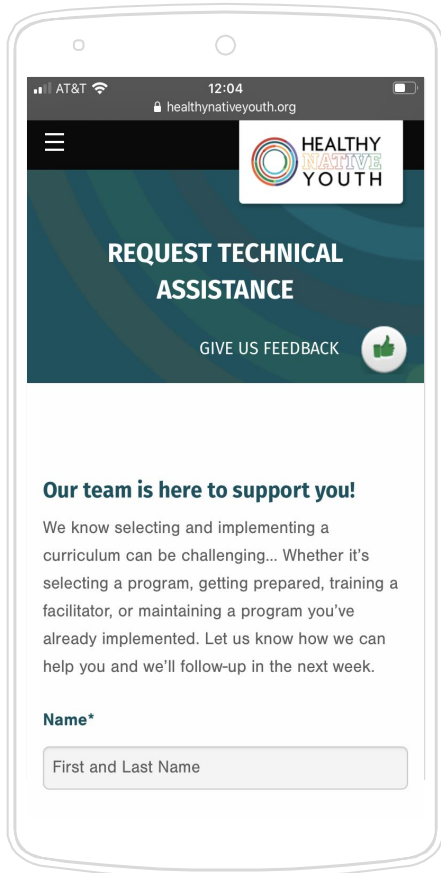
## 2021-22 Community of Practice Lineup

Date	Title	Description	Registration Link
September 8, 2021	<b>Back-to-School: Intentional Balance</b>	What a year it has been! Now more than ever, we find the need to create intentional safe spaces for ourselves and those we serve to acknowledge, rebuild, and thrive in this upcoming school year.  Join Robert Johnston from the Native Wellness Institute and Danica Brown from the NPAIIB who will help create a space for you to work through burnout, re-traumatization in the workplace, time-management and boundaries to carve a path towards intentional balance.	<a href="#">Watch Recorded Session here</a>
October 13, 2021	<b>Cultural Competency to Raise Healthy Native Youth</b>	Culture is engrained in everything that we do, from how we engage, learn, and process information. In order to best serve our Native youth, we must share our experience and the science behind culture as prevention so that our relatives and allies can best support the health of our Native youth.  Join the Alaska Native Tribal Health Consortium, the Native Health Initiative and Native Social Media influencers to share their experience imparting cultural competency.	<a href="#">Watch Recorded Session here</a>
November 10, 2021	<b>Tackle Trauma with Care</b>	Indigenous communities have long fostered resiliency skills to cope, rebuild, and reclaim our beauty and place.  Join the Native Children's Trauma Center to walk through trauma informed practices to address and heal from the trauma we have all experienced individually and communally during the pandemic. Together with heal and thrive!	<a href="#">Watch Recorded Session here</a>
December 8, 2021	<b>Set the Stage for Program Success</b>	Our Elders have taught us the importance of the gathering season: to prepare and maintain us throughout the year, setting a strong foundation to create ease and success for the future.  Join the HNY crew to talk about how to GATHER and process community and youth input on health priorities and interests to set the stage for program success.	<a href="#">Watch Recorded Session here</a>
January 12, 2022	<b>Pickers Can be Choosers: Choosing a Program</b>	You have gathered youth and community feedback to identify health priorities, resources and needs. Now you are ready for the CHOOSE phase!  Let the HNY crew help choose critical criteria for program selection, getting approval, and tips for involving youth in the selection process. Hear from program developers on Native youth programming: We R Native, Native STAND, Native WYSE Choices, Native It's Your Game.	<a href="#">Watch Recorded Session here</a>
February 9, 2022	<b>Thrive in the Spaces We Create</b>	Help Native youth build affirmative, inclusive, FUN and creative spaces together using Indigenous leadership and peer mentoring approaches.  Hear how Native youth are using creative expression to positively process emotions to thrive in their spaces. Come learn how you can help youth in your community do the same.	<a href="#">Click here to register</a>

## 2021-22 Community of Practice Lineup

Date	Title	Description	Registration Link
March 9, 2022	<b>Prepare for Implementation Success</b>	Now that you have chosen a program, you can prepare for implementation success!  Let the HNY crew help to PREPARE an IMPLEMENT a plan that includes recruitment, guest speaker lineup, supplies and incentives for implementation success. You've got this and we've got your back!	<a href="#">Click here to register</a>
April 13, 2022	<b>Stand Up to STI/HIV Stigma</b>	As sexual health educators we know the challenges of community and youth attitudes, biases, misinformation, and STI/ HIV stigma that presides and harms the health of our Tribal communities.  Join us as we stand up to STI/ HIV stigma through holistic approaches to Indigenous Sexual Health. And, hear about successful HIV/STI self-testing programs from the Alaska Native Tribal Health Consortium – I want the Kit!	<a href="#">Click here to register</a>
May 11, 2022	<b>Concerning Social Media Posts Workshop</b>	Learn how you can become the trusted adult youth can turn to when they view or post concerning messages on social media.  Suicide prevention remains challenging among youth, 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 learn how!	<a href="#">Click here to register</a>
June 8, 2022	<b>Staying Connected</b>	Summer is fast approaching and so our conversations shift to how we can stay connected and keep program momentum going with summer programs and peer/elder mentorships.  Join the CoP crew to talk about what others are doing how we can support each other's youth programming.	<a href="#">Click here to register</a>
July 13, 2022	<b>Sustain and Grow your Program</b>	Congratulations! You have implemented your program and are now in the GROW phase.  Let the HNY team help reflect on what worked, what can change, and what you've learned to help keep the momentum going.	<a href="#">Click here to register</a>
<div> <div>Contact us</div> <div>  <a href="mailto:agaston-contractor@npaiib.org">agaston-contractor@npaiib.org</a>   <a href="mailto:msinger@npaiib.org">msinger@npaiib.org</a> </div> <div>  <a href="http://www.healthynativeyouth.org">www.healthynativeyouth.org</a>   Text HEALTHY to 97779   Click on links next to each session to register in advance         </div> </div>			



A smartphone mockup displaying the Healthy Native Youth website. The status bar at the top shows 'AT&T', signal strength, Wi-Fi, the time '12:04', and the battery level. The address bar shows 'healthynativeyouth.org'. The header features a hamburger menu icon on the left and the 'HEALTHY NATIVE YOUTH' logo on the right. The main content area has a dark green background with the text 'REQUEST TECHNICAL ASSISTANCE' in white. Below this is a 'GIVE US FEEDBACK' button with a thumbs-up icon. The lower section has a white background with the heading 'Our team is here to support you!' followed by a paragraph of text. At the bottom, there is a 'Name\*' label and a text input field containing the placeholder 'First and Last Name'.

AT&T 12:04 healthynativeyouth.org

HEALTHY NATIVE YOUTH

REQUEST TECHNICAL ASSISTANCE

GIVE US FEEDBACK

**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

# We LOVE helping...

- ★ Request TA & Training
- ★ TA Evaluation Form

# Thank you!

You can find us at:  
Amanda Gaston, MAT  
agaston-contractor@  
npaihb.org

Michelle Singer  
msinger@npaihb.org



# Funding Credit

This project is funded by the Indian Health Service HIV and behavioral health programs. This work is also supported with funds from the Secretary's Minority AIDS Initiative Fund.



# 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**

*Kiowa/Tongan*

(He/Him)

I love my culture.

[josh.cocker14@gmail.com](mailto:josh.cocker14@gmail.com)



**LoVina Louie**

*Coeur d'Alene/Colville/Nimipu*

(She/Her)

I love my people.

[louielovina@gmail.com](mailto:louielovina@gmail.com)



**Danica Brown**

*Choctaw Nation of Oklahoma*

(she/ her)

I love puppies.

[dbrown@npaih.org](mailto:dbrown@npaih.org)



**Jane Manthei**

(she/her)

I love stories.

[jmanthei@npaih.org](mailto:jmanthei@npaih.org)



**NORTHWEST PORTLAND AREA  
INDIAN HEALTH BOARD**  
*Indian Leadership for Indian Health*

What's my medicine?

