Tribal Youth Leadership

Tribal Youth Partnership for Public Safety

Instructor Guide
June, 2010

Western Community Policing Institute
Western Oregon University
U.S. Department of Justice Community Oriented Policing Services

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Tribal Youth Leadership – Tribal Youth Partnership for Public Safety Program

Acknowledgements

Western Oregon University - Western Community Policing Institute, extend sincere thanks to the Marion County Sheriff's Office, and the Chemawa Indian School, students of Chemawa, who provided insight, skill, ability, and dedication to making their communities safer.

Tribal Youth Partnership for Public Safety

Cognitive Course Goal

This course is designed to train and equip American Indian youth with the leadership skills necessary to address the public safety problems that plagues tribal communities.

The overarching goal for this course is to advance the practice of community policing as an effective strategy in a communities' efforts to improve public safety. This course encourages and facilitates the development of the leadership skills of tribal youth by encouraging partnerships and enhancing trust with law enforcement. This program will also provide students with the leadership skills necessary in facilitating positive change in their lives and in their communities. Students will be given the opportunity to practice these skills in a safe student-centered learning team environment.

One unique aspect of this course is that leadership, problem-solving, partnership-building, communication, and tribal core competencies will allow tribal youth to act as leaders, and as change agents to address public safety problems in their communities and in the nation.

Public safety problems that plague tribal communities require the best efforts and collaboration of the whole community, including the public and private sector. This course offers tribal youth "hands-on" application and insight into the tribal community's roles and responsibilities in managing the public safety problems.

This proposed training program will:

- advance community policing, problem solving, and community engagement in Indian Country communities awarded under the 2009 TRGP
- improve the implementation of community policing principles throughout tribal government systems
- improve the utilization of training expertise to address local needs
- increase the level of empowerment in tribal government and law enforcement agencies
- promote the development/leadership capacity of tribal youth to encourage their participation in developing solutions to public safety problems

Course Development

This course was developed by Western Oregon University - Western Community Policing Institute (WCPI), in collaborative partnership with Chemawa Indian School staff and students, Marion County Sheriff's Office, and American Indian leaders and subject-matter-experts from across the country.

This course has been designed to both provide leadership skills and to garner the youth's perspective in addressing public safety problems by using effective and efficient culturally-supportive philosophies. To accomplish this, course content has been developed to provide leadership skills training and to provide students with an opportunity to apply their leadership skills by addressing a public safety problem found within their community.

This course is modified from a program developed at Chemawa Indian School. At Chemawa, over the course of one school year, project staff and American Indian subject matter experts presented Tribal youth leadership information to a group of Chemawa Indian School students that volunteered to be part of this project. Students applied these skills as they worked with project staff to develop the *Freedom From Meth (FFM)* American Indian youth-focused meth prevention course.

Target Audience

This course is designed for American Indian middle school and high school students. Sessions have been formatted to be individualized and flexible to meet the needs of multiple trainers and training institutions. This course envisions continued participation by Tribal youth (successive cohorts) to begin a new generation of Tribal leaders dedicated to innovative, community policing strategies in communities.

Scope of Course

This course is designed to provide American Indian youth with an opportunity to learn, develop, and apply leadership skills to address identified public safety problems in their community. During each class session, students will be introduced to specific leadership concepts and skills, such as critical thinking, partnership building, problem solving, and then be provided with a hands-on opportunity to practice that skill using experiential activities. Through working in learning teams, students will analyze and apply their skills to complete course assignments and activities. Class session will be facilitated by project staff and knowledgeable American Indian leaders and subject matter experts, who will work with students and act as mentors and positive role

models. Woven throughout the program will be public safety awareness and prevention information in which students will play an active role in providing the valuable youth-perspective for addressing the public safety problem at the community level.

This course centers on the elements of leadership, cultural competencies, and the partnership-based problem solving community policing model. During this course, students will have the opportunity to learn, demonstrate, and use these strategies and skills through a blended learning approach that includes interactive classroom discussion, problem-based learning (PBL), hands on activities, and practical demonstrations. This program challenges students to learn, develop, and apply culturally-competent leadership skill-building training and provides an opportunity to apply these skills with a level of understanding and respect for American Indian values, beliefs, culture, customs, and traditions.

Public safety problems that plague American Indian communities require the best efforts and collaboration of the whole community, including the public and private sector. This course, built upon the principles and philosophy of Community Policing *"wherein the police and the community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability"* (Western Community Policing Institute, 2005) offers "hands-on" application, strategies and collaborative insights into the community's role and responsibility in managing the public safety problems.   The philosophy and basic principles of Community Policing provided in this course and used as the framework for integrating accountability in public safety prevention with community leadership include:

- Community partnerships
- Team building
- Problem solving
- Ethics
- Organizational change
- Prevention

Students completing this course are eligible to receive three units of college credit from Western Oregon University[1]. **Approval for college credit must be submitted to WCPI six weeks prior to the beginning of course delivery**. Those wishing to provide WOU college credit for students completing this course must request approval from Western Community Policing Institute six weeks prior to the first session, and WCPI will

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[1] Founded in 1856, Western Oregon University (WOU), is the oldest institution in the Oregon University system and has continued to adapt and transform itself to respond to the needs of society and our changing world. Located in Monmouth, Oregon, WOU is fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), National Council for Accreditation of Teacher Education (NCATE), American Association of Colleges for Teacher Education (AACTE), National Association of Schools of Music (NASM), Council on Rehabilitation Education (CORE), and Oregon State Teacher Standards and Practices Commission (TSPC).

provide the necessary forms and guideline information. All forms must be received and approved by WCPI and WOU two-weeks prior to the first day of class.

Course Objectives

The overarching goal for this course is to provide students with the leadership skills necessary in preventing and overcoming public safety problems and to facilitate positive change in their lives and in their communities. Students will have an opportunity to practice these skills in a student-centered learning team environment. Learning objectives have been designed to support this goal. Upon the successful completion of the course, the student should be able to:

- describe how personal choice and leadership skills can positively affect community wellness and livability
- explain the importance of understanding and respecting Tribal culture, the impact that culture has on leadership, and how to develop a personal mission statement that reflects individual beliefs and values
- examine their critical thinking skills, develop goal setting and problem-solving strategies, and apply these skills within the context of authentic learning team activities
- examine their communication skills, as measured through class participation, course assignments, and personal presentation
- discuss group dynamics principles, including group formation, conflict management, and group leadership, as measured by class participation and course activities
- recognize the impact that public safety problems has on tribal communities, as measured by class participation

Course Schedule

Session 1: What can I do to help my community?

Overview: In this session, students will receive an overview of the *Tribal Youth Partnership for Public Safety* course. Students will have an opportunity to meet the training team, their fellow students, and will be assigned to their respective learning teams. Students will also have an opportunity to discuss and reflect on the public safety problems that affect their communities. Students will set the stage for completing this course by identifying a specific public safety problem in their community. The identified public safety problem will be used to develop and exercise leadership skills. Through personal story-based presentations, interactive group discussions, and hands-on group activities, students will explore leadership skills as they relate to their unique tribal community environment.

Terminal Learning Objective: To provide students with an overview of the *Tribal Youth Partnership for Public Safety* course

Enabling Objectives: At the conclusion of the session, students will be able to:
1-1   Explain the goals and purposes for this course and how course materials can be applied in addressing public safety problems within their respective communities
1-2   Identify a public safety problem within their respective communities
1-3   Recognize how culture effects the identified public safety problem
1-4   Discuss the importance of personal choice, self-esteem, self-respect, and cultural pride in developing tribal youth leadership skills

Session 2: Define Identified Public Safety Problem

Overview: In this session, students will specifically define their identified public safety problem. Students will also set the stage for completing this program by specifically identifying their greatest public safety priority. They will be educated on the impact of their public safety problem and discover best practices used to prevent and diminish problems in their communities.

Terminal Learning Objective: To provide students with information and knowledge that will allow them to create and develop leadership skills needed to address their identified public safety problem.

Enabling Objectives:
2-1   Define identified public safety problem
2-2   Increase identified public safety problem knowledge
2-3   Discuss and research best practices to prevent identified public safety problem
2-4   Analyze media campaigns used to address the identified public safety problem
2-5   Discuss the importance of understanding and respecting tribal culture and how it influences the identified public safety problem

Session 3: What about my values?

Overview: In this session, students will explore the impact their values and beliefs play in personal responsibility, tribal leadership, and other community development programs. Students will have an opportunity to work within their learning teams to develop personal life planning statements.

Terminal Learning Objective: To provide students with an opportunity to consider how personal values and beliefs impact tribal culture and play in addressing public safety problems in tribal communities.

Enabling Objectives: At the conclusion of the session, students will be able to:
 3-1   Identify and explain the values and beliefs of their community
 3-2   Discuss the importance of understanding and respecting tribal values and beliefs and how this understanding and respect affects tribal leadership
 3-3   Discuss the importance of understanding and respecting tribal culture and values

Session 4: What does it take to be a leader?

Overview: In this session, students will have an opportunity to discuss and reflect upon how they define a good leader and whether they fit that definition. Students will continue Session One's discussion on the impact of personal choice, the importance of self-esteem, self-respect, and cultural pride as critical elements to developing tribal youth leadership skills.

Terminal Learning Objective: To define the characteristics of a good leader and whether they meet their own criteria. Students will also define cultural leadership characteristics.

Enabling Objectives: At the conclusion of the session, students will be able to:
 4-1   Develop their own definition and characteristics list of a good leader and recognize themselves as potential community leaders
 4-2   Discuss the importance of understanding and respecting tribal culture and traditions and how this understanding and respect affects tribal leadership
 4-3   Identify symbols and designs used to portray traditional beliefs, laws and customs

Session 5: How can I solve problems?

Overview: In this session, students will evaluate and apply their individual critical thinking, emotional intelligence, and decision-making skills within the context of their learning teams to investigate problem solving strategies to address the identified public safety problem.

Terminal Learning Objective: To provide students with an opportunity to identify and practice their critical thinking, emotional intelligence, and problem-solving skills

Enabling Objectives: At the conclusion of the session, students will be able to:

 5-1   Identify their individual critical thinking skills
 5-2   Identify their individual emotional intelligence skills
 5-3   Explain how critical thinking and emotional intelligence skills apply to effective leadership in working with their community

5-4   Identify cultural and traditional problem solving techniques

Session 6: How can I set goals?

Overview: In this session, students will be introduced to decision making and goal setting strategies and have an opportunity to practice these skills within their learning teams to address the identified public safety problem. Students will discuss and create personal mission, vision, and values statements. Building upon their personal statements, students will have an opportunity to role play positive choices.

Terminal Learning Objective: To provide students an opportunity to identify their individual life goals and personal mission, vision, and values statements and apply goal-setting and decision-making skills within the context of their learning teams to consider strategies to address the identified public safety problem.

Enabling Objectives: At the conclusion of the session, students will be able to:

6-1   Discuss the need for and challenge in developing decision making skills for leadership
6-2   Discuss goal setting strategies and the need for individual life goals and for team goals
6-3   Create a list of individual life goals, with an emphasis on incorporating American Indian culture

Session 7: How can I resolve conflicts?

Overview: In this session, students will have an opportunity to identify and discuss issues in conflict resolution. Students will explore the impact that culture plays in conflict resolution and public safety.

Terminal Learning Objective: To provide students with an opportunity to identify and apply their leadership style and to learn and practice conflict resolution skills within the context of their learning teams in development of public safety strategies

Enabling Objectives: At the conclusion of the session, students will be able to:
7-1   Discuss both the positive and negative consequences of conflict
7-2   Apply conflict resolution skills
7-3   Identify their leadership style and recognize the need to develop styles to address different situations
7-4   Identify cultural leadership styles both traditional and contemporary

Session 8: How can I work with my community?

Overview: In this session, students will be introduced to the stages, basic components, and importance of group dynamics and effective team building. Students are given the opportunity to apply this information within the context of their learning teams to address the identified public safety problem. Students will also explore the need for building collaborative community partnerships and identify existing tribal partnerships.

Terminal Learning Objective: To provide students an opportunity to learn, practice, and apply group dynamics and teambuilding skills and strategies within the context of their learning teams to consider strategies to address public safety problems in their communities.

Enabling Objectives: At the conclusion of the session, students will be able to:
8-1   List the stages and principles of group development
8-2   Discuss the value in building collaborative problem-solving partnerships
8-3   Identify the potential partnership opportunities within their communities that can assist in addressing the identified public safety problem
8-4   Discuss how traditional Tribal communities used partnerships and alliances to create stronger communities

Session 9: How can I present my ideas?

Overview: In this session, students will discuss the importance of effective communication, including oral presentations, and group discussions. Topics include business communication and presentation and public speaking skills. Students will have an opportunity to practice these skills within the context of their learning teams to address the identified public safety problem. Students will also discuss meeting etiquette, including basic business etiquette (timeliness) dress codes, and communication etiquette (phone, cell phone, and messages).

Terminal Learning Objective: To provide students an opportunity to learn and practice presentation and personal communication skills.

Enabling Objectives: At the conclusion of the session, students will be able to:

9-1   Create an oral presentation outline for this program using the identified public safety problem
9-2   Create a PowerPoint presentation
9-3   Deliver an oral presentation with accompanying PowerPoint slides that incorporates elements of leadership and American Indian culture in addressing the identified public safety problem

Session 10: How I will design a program that addresses the identified public safety problem in my community

Overview: In this session, students will draw upon all that they have learned in this program to begin the development for addressing the identified public safety problem in their communities – with an emphasis on reaching American Indian youth.   Students will work individually and in learning teams to create a project plan outline (they will further develop the program in future sessions). Students will work with the support of project personnel and subject matter experts to create a program planning worksheet that outlines course goals, terminal and enabling learning objectives, assessment strategies, and delivery ideas. In-class presentations will provide an opportunity for students to demonstrate their internalization and level of learning in this project.

Terminal Learning Objective: To provide students an opportunity to apply their skills to develop a program to address the identified public safety program

Enabling Objectives: At the conclusion of the session, students will be able to:

  10-1   Create a program overview – including course goals and objectives – for the course designed to address the identified public safety problem.
  10-2   Present and defend their team's program proposal
  10-3   Discuss and identify the best ideas from each learning team to create consensus on course goals and objective for the course designed to address the identified public safety problem

Session 11: How I will market a program that addresses the identified public safety problem in my community

Overview: In this class, students will create a conference presentation outline and schedule for individual and/or team presentations regarding their work in this project, which will be presented in Session 12. Students will work with their learning team, their classmates, and project staff to integrate marketing strategies for the program they developed to address the identified public safety problem. Students will continue to work with the support of project personnel and subject matter experts to create a marketing strategy for the implementation of the program in their unique tribal communities.

Terminal Learning Objective: To provide students an opportunity to develop presentation marketing strategies for the program they developed to address the identified public safety problem.

Enabling Objectives: At the conclusion of the session, students will be able to:

11-1   Create a marketing/program overview conference presentation strategy
11-2   Identify target audiences for marketing campaign
11-3   Defend the importance of addressing the identified public safety problem at the tribal community level

Session 12: How I will lead a program that addresses the identified public safety problem in my community

Overview: In this session, students have an opportunity to work as a class (team) to deliver a conference presentation on the project. Students draw upon the skills and information they have developed in this course and their unique creativity.

Terminal Learning Objective: To provide students an opportunity to demonstrate their internalization and level of learning in this project for the development and delivery of the public safety program created to address the identified public safety problem.

Enabling Objectives: At the conclusion of the session, students will be able to:

12-1   Present and support the program they developed to address the identified public safety program
12-2   Provide evaluation feedback on the overall success of this program

Instructor Preparation

Instructors are required to read, review, and become familiar with all course materials and course delivery guidelines, focusing on how these materials support the course goal and objectives. Also, to meet the unique needs of each community, instructors should be prepared to provide the following information.

- Training venue information, including available water fountains, bathrooms, local restaurants, and emergency contact information
- Current or recent events in the community that may enhance the relevance of providing training addressing public safety problems
- Current "hot button" (highly controversial or politically charged) problems in the community that may need to be addressed with caution or placed in a "parking lot" (agreement to discuss at a later date) status

Classroom Technology

Each classroom should contain the following multi-media technology. This technology should be set up and tested prior to the delivery of this course to ensure that technology is visible/audible to all students.

(NOTE: The instructor may have to bring this technology if it is not available.)

- Windows-based computer
- LCD PowerPoint (media) projector and screen
- Sound system
- Chart pack paper, easel, and bold markers

Classroom Preparation

All supplies, such as chart-pack paper and markers, participant manuals, course textbooks, sign-in rosters, course evaluation forms, and pens and pencils, should be available and set up prior to the start of the course.

Students will work in learning teams for this program. As such, students should be seated in teams. The classroom should be arranged to promote interaction and adult learning principles. This includes the use of "rounds" that accommodate six students per table. If this arrangement is not possible then a fan-shape set up is appropriate (see figure 1).

Figure 1

Table

(Front)

"Fan Shape"

"Rounds"
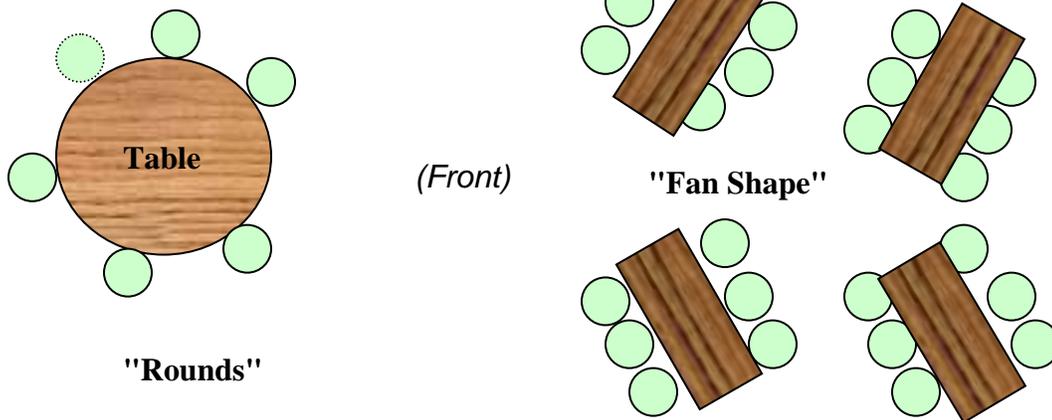
Instructor Teams

This course is intended to be delivered following a 1 instructor to 12 student ratio. Instructor assignments for each session should be determined well in advance of the training. Those instructors who are not actively delivering training are to be assigned to one or more participant teams to support team activities. Therefore, it is essential that instructors are familiar with the entire course content, including activities, video clips, reference materials, and time guidelines. This course is time sensitive, and it is the responsibility of the instructor to maintain the time guidelines for each session.

Evaluation Strategy

The evaluation strategy designed for this course contains two major elements: participant evaluation response and instructor observation. At the conclusion of each session, instructors will summarize the session and review objectives to check for understanding and ensure that students evaluate their learning. During the final session, each participant team will present their solution to their community's public safety problem. Each team will then evaluate their own work as well as offer evaluation responses to the other teams.

Participant Manual

A participant manual is provided which contains the following:
- Course content
- Reference materials

Course Reference Materials

Participant teams will be provided with reference materials and/or information that relates to public safety problems and prevention methods used to address problems at the community level.

Introduction to the Instructor Guide

Structure and Purpose of this Guide

This instructor guide is for delivering the twelve session (maximum of 36 hour) *Tribal Youth Partnership for Public Safety* course to address the public safety problems identified within the participant's communities.

The general purpose and structure of this guide is designed to provide:

- Facilitation guidelines for the delivery of the content in a detailed, but flexible format
- Adult and Blended learning concepts and strategies
- Detailed facilitation guidance of course activities and video clips

Course work includes lecture, video and audio presentation, group and individual discussion, group and individual activities, role-play activities, and team presentations to help students:

- describe how personal choice and leadership skills can positively affect community wellness and livability

- explain the importance of understanding and respecting Tribal culture, the impact that culture has on leadership, and how to develop a personal mission statement that reflects individual beliefs and values

- examine their critical thinking skills, develop goal setting and problem-solving strategies, and apply these skills within the context of authentic learning team activities

- examine their communication skills, as measured through class participation, course assignments, and personal presentation

- discuss group dynamics principles, including group formation, conflict management, and group leadership, as measured by class participation and course activities

- recognize the impact that public safety problems have on tribal communities, as measured by class participation

Instructor Guide—Instructional Key

The following visual icons are used in the instructor guide as visual cues to assist instructors in delivering various instructions and activities.
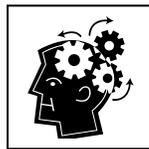
Question to Class   **Activity**   **Cultural Symbol**
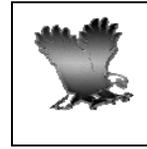
Instructor Guide—Color Coding Key

This Instructor Guide has been color-coded for specific purposes. All pages and texts with color shading indicate information that is included for instructor assistance, and this information is not provided in the participant manual. Each session opens with an **orange-shaded** "Instructor's Overview" page that is intended for instructor's use only.

Throughout the text of the Instructor guide, color shading is used to indicate specific training delivery information, and this information is not included in the student workbook. **Yellow-shaded** text indicates supplemental or supporting information and facilitation instructions added for instructor clarification**. Light Blue**-shaded text

indicates possible participant responses to course questions or activities. All other non-shaded text is included in the student workbook.

Using PowerPoint

A supporting PowerPoint presentation is provided for this course. This presentation should be used as a visual aid to support course content, and it is not intended to replace <u>any</u> of the required information to be delivered orally by the instructor.

Facilitating Activities

Activities are included in this course, both to support learning and to build and foster team collaboration. As teams are formed and introduced at the beginning of the course, each community team identifies their timekeeper, scribe, and reporter. These team roles help to build team cohesion and also keep the team on track and on time. To ensure that students get the most out of these activities, instructions for facilitating and debriefing activities are included in the Instructor Guide "Content/Delivery Notes".

Presenting Videos

Video clips have been included throughout this course to illustrate specific concepts and ideas. Video set-up and debrief is essential to help students relate the information contained in the video clip to what is being learned in this course.

Submitting Forms

Instructors are to ensure that the following forms are available, properly completed, collected, and submitted to WCPI at the close of this course.

- Sign-in attendance rosters
- Session self-assessment and overall course evaluation forms

Session 1 – Administrative Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will receive an overview of the *Tribal Youth Partnership for Public Safety* course. Students will have an opportunity to meet the trainer team, their fellow students, and will be assigned to their learning teams. Students will also have an opportunity to discuss and reflect on the public safety problems that affect their communities. They will discuss the critical elements to developing Tribal Youth Partnership for Public Safety skills. Students will set the stage for completing this program, by identifying a specific public safety problem in their community. The identified public safety problem will be used to develop and exercise leadership skills. Through personal story-based presentations, interactive group discussions, and hands-on group activities, students will explore leadership skills as they relate to their unique tribal community environment.

Terminal Learning Objectives (TLO)

To provide students with an overview of the *Tribal Youth Partnership for Public Safety* course.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
- 1-1   Explain the goals and purposes for this course and how course materials can be applied in addressing identified public safety problems within their respective communities
- 1-2   Identify a public safety problem within their respective communities
- 1-3   Recognize how culture conflicts with the identified public safety problem
- 1-4   Discuss the importance of personal choice, self-esteem, self-respect, and cultural pride in developing tribal youth leadership skills

Resources

- Student Workbook (one per student)
- Attendance roster

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Instructor's Note:

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Session 1 – Introductions and Logistics

Welcome

Trainer: Explain to students that they will be working in teams to complete this course. To work effectively, we need to establish some ground rules. Ask students to read along, as you explain the ground rules listed on the slide. Then, ask students if they would like to add any rules. If so, chart these additional rules and post on the wall of the class. At this point, the trainer will separate the students into equally divided teams. (Students will work with these teams throughout the program)

Housekeeping

- Coffee/refreshments
- Restrooms
- Phone calls, cell phones, and pagers
- Breaks and meals
- Seating arrangement
- Sign-in forms
- Participant manuals

Ground Rules

- Be prepared to start and end on time
- Direct your attention to the front of the room
- Get everyone involved
- Respect the opinions of others
- Be an active, empathetic listener
- Do not label others
- Parking lot
- Recognize the value of making mistakes
- HAVE FUN!!

Facilitation Instructions: My Hats – My Passions
Purpose: This activity is intended not only to introduce the people in the room, but also to give a snapshot of the collective skills and talents in the room.
Resources Needed:
- *Participant Manual*
- *Pens/Pencils*

Time Recommendations: 30-45 seconds per person for this activity
Method:
1. *Students take turns, telling their name, where they are from, three "hats" they wear, and one "passion" in their life. For this activity, "hats" describe roles, such as son, daughter, student, etc. For this activity, "passions" describe hobbies or talents, such as music, art, community service, spending time with family, etc.*
2. *Students record their responses in their workbooks*

Debrief Questions: Direct students to identify similar roles and interests of the responses, to identify the diversity of participant roles and interests, and to identify how the diversity of background and experience in the group can be an asset in addressing public safety problems in the community.
1. ***Looking at the list of hats and passions, what do you see?***
2. ***Is this of any significance?***

Activity: My Hats – My Passions

List three hats you wear in your community and a passion in your life.

Possible Response:
Hello, my name is Dave Lanceman. I am from Kansas, and I am a son, a student, and I work at the local video store. My passion is music and I like to write songs.

Program Overview

Trainer: Now that students have been introduced to the training team and to each other, it is time to explain what this program is all about. Ask students to read along in their manuals, as you describe how this program was developed. Then, explain how this training fits into the program.

This program was developed by Western Oregon University (WOU)/the Western Community Policing Institute (WCPI) in collaborative partnership with the Chemawa Indian School, Marion County Sheriff's Office, and a broad diversity of American Indian community leaders.

This program has been developed through the collaborative effort of project staff, American Indian community leaders and a group of students at the Chemawa Indian School. Over the course of seven months, these students worked with education, curriculum development, graphic design, communication, public safety professionals, and a diversity of American Indian community leaders to develop the Tribal Youth Partnership for Public Safety program.

This course includes twelve sessions, with each session building upon the content of previous sessions. These sessions are intended to answer the following questions:

1. What can I do to help my community?
2. Define Identified public Safety Problem.
3. What about my values
4. What does it take to be a leader?
5. How can I solve problems?
6. How can I set goals?
7. How can I work in my community?
8. How can I resolve conflicts?
9. How can I present my ideas?
10. How I will design a program that addresses the identified public safety problem in my community?
11. How I will market a program that addresses the identified public safety problem in my community?
12. How I will lead a program that addresses the identified public safety problem in my community?

Trainer: Now provide students with an overview of this first session. Ask students to read along with you in their manuals, as you read the Session 1 Overview and Objectives. Then ask if anyone has questions about this session.

Session 1 Overview

Overview: In this session, students will receive an overview of the *Tribal Youth Partnership for Public Safety* course. Students will have an opportunity to meet the trainer team, their fellow students, and will be assigned to their learning teams. Students will also have an opportunity to discuss and reflect on the public safety problems that affect their communities. Students will set the stage for completing this program, by identifying a specific public safety problem in their community. The identified public safety problem will be used to develop and exercise leadership skills. Through personal story-based presentations, interactive group discussions, and hands-on group activities, students will explore leadership skills as they relate to their unique tribal community environment.

Trainer: Now that students have been provided with an overview of this first session, point out that the goal of this course is to provide leadership skills for addressing public safety problems at the community level. To do this, students must realize that they will act as leaders, not only for their own choices but also to help their community. We will discuss this in more detail later in this session, but for now we just want to ask students whether they currently consider themselves to be leaders. Students should record their response in their manuals.

What are some public safety problems found in your community?
(direct students to record their responses in the Problem Solving Workbook, page 2)

Possible responses: Gangs, Drugs (list all types identified), Alcohol, Teen-age pregnancy, Domestic Violence, Graffiti, Drinking and Driving,

Trainer: Record students'/teams' responses on chart paper. After responses are recorded ask teams to identify the public safety problem they would like to address throughout the course.

Debrief Question: *What would you like to see being done in your communities? Would anyone like to share personal stories to further explain the seriousness of any of the identified public safety problems? Be sure to tell the kids that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved. **After discussion the group should identify a public safety problem that will be addressed during this leadership program.** Allow 5-10 minutes for team discussion, and then ask each team to report their responses to the class (as time permits). One of the training team should list responses on chart paper and post.*

What public safety problem is your group going to address throughout this course? *(direct students to record their responses in the Problem Solving Workbook, page 2)*
How does the public safety problem conflict with cultural teachings?

Example of conflict: Culture teaches us to respect elders yet the public safety problem of elder abuse has a direct conflict with the cultural teaching.

Trainer: Record students'/teams' responses on chart paper.
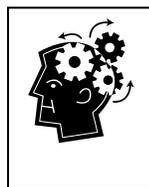
Activity: Team Flags

In this activity, your team will develop a team name, team flag and team motto. Use chart paper to draw your flag and record your motto.
(direct students to record their responses in the Problem Solving Workbook, page 2)

Facilitation Instructions: Team Flags
Purpose: This activity is intended to be fun and interactive. Teams develop cohesion and team identity, by working together as a team to create their team name, team flag, and team motto.
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Large chart-pack paper*

*Time Recommendations: Allow **45 minutes** for this activity (30 minutes for teams to develop name, flag, and motto, and 15 minutes for teams to present their creations to the group (class).*
Method:
1. Each group works as a team to develop their team name, team motto, and team flag
2. Each team will design a flag addressing the identified public safety problem
3. Each group's flag will also have a, motto, and a team name into a design on flip chart paper
4. Each group will briefly present and post their work
Debrief Questions: Direct students to identify and share what they learned about themselves in this activity. Direct students to consider and share ways that they can use the information they learned about themselves and each other in developing leadership skills and in addressing public safety problems in their community.
*1.   **What did you learn about yourself and each other including self-esteem/self-respect?***
*2.   **How can you use this information?***

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address public safety problems. To accomplish this youth will identify the public safety problem they see to be the greatest problem. Ask the following question to the students and using chart paper write their responses.

Who is involved in your identified public safety problem?, Why? *(direct students to record their responses in the Problem Solving Workbook, page 2)*

Possible responses could include:

Seven Commonalities of Criminals
- Poverty
- Unemployment
- Lack of Education
- Single Parent Family
- Substance Abuse

- Family Member in the Criminal Justice System
- Young Male

Group Discussion: Discuss the commonalities and how individuals have a personal choice despite these commonalities.

What are some initial thoughts about steps you could take to solve your identified public safety problem?
Possible responses: have bigger punishments when caught, etc.

What are some of the effects the identified public safety problem has on a community? *(direct students to record their responses in the Problem Solving Workbook, page 2)*
Possible responses: violence, death, property damage, etc.

Session 1 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…
1-1   Explain the goals and purposes for this course and how course materials can be applied in addressing public safety problems within their respective communities
1-2   Identify a public safety problem within their respective communities
1-3   Recognize how culture conflicts with the identified public safety problem
1-4   Discuss the importance of personal choice, self-esteem, self-respect, and cultural pride in developing tribal youth leadership skills

Session 2 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will specifically define their identified public safety problem. Students will also set the stage for completing this program by specifically identifying their greatest public safety priority. They will be educated on the impact of their public safety problem and discover best practices used to prevent and diminish problems in their communities.

Terminal Learning Objectives (TLO)

To provide students with information and knowledge that will allow them to create and develop leadership skills needed to address their identified public safety problem.

Enabling Learning Objectives (ELO)

2-1   Define identified public safety problem
2-2   Increase identified public safety problem knowledge
2-3   Discuss and research best practices to prevent identified public safety problem
2-4   Analyze media campaigns used to address the identified public safety problem
2-5   Discuss the importance of understanding and respecting tribal culture and how it
           influences the identified public safety problem

Resources

- Participant Manual (one per participant)
- Pens/pencils
- Poster paper and markers

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 2 – Define Identified Public Safety Problem

Trainer: *Provide students with an overview of Session 2. Ask students to read along with you in their manuals, as you review the Session 2 Overview and Objectives.*

Session 2 Overview

Overview: In this session, students will specifically define their identified public safety problem using aspects of SARA Problem Solving Worksheets beginning with Scanning. They will be educated on the impact of their public safety problem and discover best practices used to prevent and diminish problems in their communities.

Trainer: *Students will use the SARA worksheet to identify their identified public safety problem.*

Trainer: *Now, students answer the following questions to determine how the identified public safety problem affects their life, their family, their community. Students should work with their team to answer this question. After 5 minutes, ask each team to share their response to the class.*

Trainer: *The following question is intended to help students see themselves as change agents. The question is also intended to stimulate group discussion. Ask students to respond to this question and respond to the comments made by other students. Allow 5 minutes for this discussion. Students should record their insight in their manuals.*

Group Discussion:

If _____ (Identified Public Safety Problem) is such a big problem, what are people doing to solve it?

Trainer: *The following questions are intended to help the students learn more about their identified public safety problem including potential partners, special needs in their community, etc. After students have answered the questions in their workbook, they will begin the first step in SARA problem solving: Scanning (direct students to page 4 of their Problem Solving Workbook. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Scanning process.). The answers they provided on pages 2 and 3 of their workbook will help them during the Scanning step. Allow 30 minutes for the students to complete the questions and Scanning process.*

What are some of the effects the identified public safety problem has on a community? *(direct students to record their responses in the Problem Solving Workbook, page 2)*

Possible responses: Drunk drivers are injuring themselves and others

Why is a program for the identified public safety problem necessary? *(direct students to record their responses in the Problem Solving Workbook, page 3)*

Possible responses: For teens to become aware of the dangers of drunk driving

What partners will we need to have in order to help us with the identified public safety problem? *(direct students to record their responses in the Problem Solving Workbook, page 3)*

Possible responses: Tribal leaders, schools, parents, etc.

List the different special needs groups you have in your community? *(direct students to record their responses in the Problem Solving Workbook, page 3)*

Possible responses: Elderly, babbies, etc.

How might your identified public safety problem affect your special needs populations? *(direct students to record their responses in the Problem Solving Workbook, page 3)*

Possible responses: Drunk driving may injure the special needs groups as they have less reaction time

What resources are currently available to assist your special needs population? Are they adequate to meet the potential demands of your identified public safety problem? *(direct students to record their responses in the Problem Solving Workbook, page 3)*

Possible responses: There are no resources currently available – this is something needing to be worked on

Trainer: Facilitate Poster Campaign Activity. Direct students to consider the strengths and weaknesses of each poster, complete the activity questions, and then to work individually to design their poster. Direct students to record their responses in their student manuals.

Facilitation Instructions: Poster Campaign
Purpose: This activity is intended to help students identify the extent of the public safety problem, to see examples of how others have tried to solve the problem, and to

allow students to work in their teams to begin the problem-solving process. Posters that can be used for this exercise can be found in Appendix C

Resources Needed*:*

- *Participant Manual*
- *Pens/ Pencils/markers*
- *Large chart-pack paper – if requested*

Time Recommendations: *Allow **60 minutes** for this activity - 10 minutes for teams to evaluate posters, 10 minutes for teams to discuss the positives of each poster, 20 minutes for teams to develop their own posters, and 20 minutes for teams to present their poster campaigns to the group (class) and answer debrief questions.*

Method*:*

1.   *Each team evaluates the effectiveness of the posters in their workbooks, based on answering the questions for team discussion and the individual questions.*
2.   *Each student creates their own poster ideas on the pages provided in their workbook and then everyone on the team shares their ideas – and why they chose to design their posters the way they did.*
3.   *Based on their findings, each team develops their own poster campaign to reach the American Indian youth in their community.*
4.   *Each team briefly presents and posts their work.*
5.   *The class provides feedback for each team's presentation*

Debrief Questions: *Direct students to identify and share what they learned about themselves in this activity. Direct students to consider and share ways that they can use the information they learned about themselves and each other in developing leadership skills and in addressing the public safety problem in their community.*

1.   ***What did you learn about yourself and each other?***
2.   ***How can you use this information?***
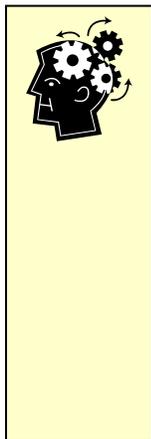
Activity: Poster Campaign
Questions for team discussion:

- Which poster caught your attention?
- Which poster would prevent you from thinking twice before becoming involved in _____ (Identified Public Safety Problem)?

Your individual part:

- How would you design a poster to reach the people in your community?
- Who would you target?
- Do scare tactics work?
- Where do you fit in the solution?

Trainer: After students complete the poster campaign activity, challenge them to consider what influences their own choice regarding the identified Public Safety Problem. The point of this activity is to help students realize that they are already leaders in their own life and their personal anti-drug scenario will help them better understand motivations of the youth in their community. This is a personal reflective assignment, and students may feel more comfortable completing this as a homework assignment.
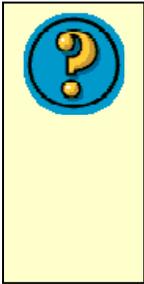
How could we use culture to address the public safety problem?

What would a media campaign using cultural and traditional knowledge look like?

Would it be useful to use culture when designing a media campaign?

Session 2 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…
2-1   Define identified public safety problem
2-2   Increase identified public safety problem knowledge
2-3   Discuss and research best practices to prevent identified public safety problem
2-4   Analyze media campaigns used to address the identified public safety problem
2-5   Discuss the importance of understanding and respecting tribal culture and how it influences the identified public safety problem

Session 3 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will explore the impact their values and beliefs play in personal responsibility, tribal leadership, and other community development programs. Students will have an opportunity to work within their learning teams to develop personal life planning statements

Terminal Learning Objectives (TLO)

To provide students with an opportunity to consider how personal values and beliefs impact tribal culture and play in addressing public safety problems in tribal communities.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
 3-1   Identify and explain the values and beliefs of their community
 3-2   Discuss the importance of understanding and respecting tribal values and beliefs and
        how this understanding and respect affects tribal leadership
 3-3   Discuss the importance of understanding and respecting tribal culture and values

Resources

- Participant Manual (one per participant)
- Pens/pencils
- bags of spaghetti per team
- bags of marshmallows per team
- 20' length of soft rope

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" Questions at the end of each session.

Session 3 – What about my values?

Trainer: Provide students with an overview of Session 3. Ask students to read along with you in their manuals, as you review the Session 3 Overview and Objectives

Session 3 Overview

Overview: In this session, students will explore the impact their values and beliefs play in personal responsibility, tribal leadership, and other community development programs. Students will have an opportunity to work within their learning teams to develop personal life planning statements.

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address public safety problems.

Leadership and your values

Trainer: Facilitate Values Activity.

Facilitation Instructions: My Values
Purpose: The purpose of this activity is to help students understand the definition of values and consider what they value.
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*
- Four 8"X11" signs posted around the room
    - o Sign 1: "Strongly agree"
    - o Sign 2: "Agree"
    - o Sign 3: "Disagree"
    - o Sign 4: "Strongly disagree"
*Time Recommendations: Allow **30 min**. for this activity: **20 min**. for activity and **10 min.** for debrief*

Method:
1. Ask the following questions and direct students to stand under the sign that best describes their response
    a. *Your favorite color is black*
    b. *You like rap music*
    c. *You are an only child*
    d. *Your are a traditional American Indian*
    e. *You live by traditional American Indian values*
    f.   *You understand your culture*

g. *You respect yourself*
h. *Most people understand my culture*
i. *Most people respect my culture*
j. *I will go to college*
k. *My parents want me to go to college*
l. *I am a valuable person*
m. *I have good ideas*
n. *I want to make a difference in my community*
o. *I want to support and protect my tribal culture*

2. *As students move for each question, allow students an opportunity to discuss why they chose their response.*

Debrief Questions: *Direct students to return to their seats. Then, facilitate a group discussion to identify and share what students learned about themselves and others in this activity. Responses should be charted for the class and students should be given time to record their thoughts in their manuals. Direct students to consider and share ways that they can use the information they learned about themselves and each other in developing leadership skills and in addressing the identified public safety problem in their community.*

1. **What did you learn about yourself and each others in this activity?**
2. **How can you use this information to help you achieve your leadership goals?**

Activity: My Values

Trainer: *Building on the My Values activity, ask students to consider the definition of values and how they came to understand and accept their values, by asking the following group discussion questions. Student responses should be recorded on chart paper for this discussion.*

- **What are Values?**
- **List ten of the things that you value most.**
- **How do you define values?**
- **Where did you learn/get your values?**
- **List the influences in your life that helped you develop your values**
- **How do you define culture?**
- **How would you describe your culture?**
- **What do you think most people misunderstand about your culture?**

Trainer: The "My Values" activity and subsequent group discussion can be very emotionally intense; students will need a break before continuing with the next activity. When students are ready, facilitate the Spaghetti Structure Activity.

Facilitation Instructions: Spaghetti Structures
Purpose: The purpose of this activity is to help youth understand how individuals influence actions and decision making, this is accomplished by having the students consider and share ways they use the information they learned about themselves and each other in developing leadership skills and in addressing the identified public safety problem in their community.
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*
- *2 bags marshmallows/team*
- *2 bags spaghetti/team*

*Time Recommendations: Allow **60 min**. for this activity: **10 min**. for set-up, **20 min**. for part one, **20 min**. for part two, and **10** min. for debrief*

Method:
Part One:
1. Divide students into teams of six (or as close as possible) and distribute one bag of spaghetti and of marshmallows to each team
2. Secretly assign each team member one of each of the following roles and direct each person to act out their role in the team activity:

Role 1-1: Hidden Procrastinator: You always look Busy! People may inquire what you are doing, however you are too busy to tell them. You are not actually getting anything done. So do not answer other's questions or listen to their instruction or ask for others to help! YOU JUST LOOK BUSY TO AVOID ACTUALLY GETTING INVOLVED.

Role 1-2: <u>Pompous:</u> You are pompous. You feel this type of problem is beneath your skill level. Someone with your skill level and information base should not waste time on something so trivial. Do not do any work or give any constructive input. YOU ARE ABOVE THIS TASK.

Role 1-3: <u>Doom Sayer</u>: You see doom in everyone's ideas. Proclaim failure of everyone else's plans or input. Do not come up with any ideas of your own. Shoot down all proposals no matter who states them. YOU SEE NO SOLUTION TO THE PROBLEM.

Role 1-4: <u>Follower/Worker:</u> You are a follower. Do not take any initiative. Let the leader tell you what they want you to do. You may not question or give ideas. You are only to do the work that you are told to do. BE PASSIVE.

Role 1-5: <u>Saboteur:</u> You are the saboteur. Without being caught your goal is to steal and or destroy materials so that your group fails. At every chance you want to sabotage the team WITHOUT BEING CAUGHT.

3. Direct teams to compete to create the tallest free-standing structure – which will be unsuccessful if team members role play their assigned roles
4. After 15 min. teams clean up their mess.

Part Two:
5. Distribute a new bag of marshmallows and spaghetti to each team
6. Secretly assign new team roles to each member:

Role 2-1: <u>Quality Team Leader (one per team):</u> You are a quality team leader! You keep the group on task without being overbearing. You listen to other's ideas and delegate when needed. You make decisions when necessary but accept feedback from the team. You praise when possible to increase team morale. YOU ARE AN AWESOME TEAM LEADER.

Your Role 2-2: <u>Team Player (all other team members):</u> Cooperate and contribute. The success of the group depends on your ability to be a team player. Work when requested by the team leader but be willing to give feedback and listen to other's suggestions.

7. Direct teams to compete again to create the tallest free-standing structure –which should be much more successful with their new roles
8. *Teams vote to determine the team with the tallest free-standing structure*
<u>Debrief Questions:</u> *Direct students to identify and share what they learned about themselves in this activity and record their responses in the student manual.*

Activity: Spaghetti Structure

Build the tallest free-standing structure, but you must role-play your assigned role.
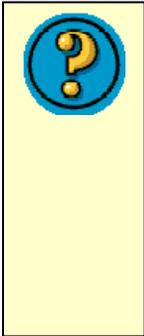
- **What did you learn about yourself and each other?**
- **Are there people in your life who assume negative roles (like saboteur, doomsayer, pompous, and hidden procrastinator, that try to make it more difficult for you to achieve your goals?**
- **Are there people in your life who assume positive roles (like quality team leader and team player) that make it easier for you to achieve your goals?**
- **How are you going to work with negative people as you address your public safety problem?**

Session 3 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…
3-1   Identify and explain the values and beliefs of their community
3-2   Discuss the importance of understanding and respecting tribal values and beliefs and how this understanding and respect affects tribal leadership
3-3   Discuss the importance of understanding and respecting tribal culture and values

Session 4 – Administration Page

Duration

180 minutes (3 hours)

Scope Statement

In this session, students will have an opportunity to discuss and reflect upon how they define a good leader and whether they fit that definition. Students will continue Session One's discussion on the impact of personal choice, the importance of self-esteem, self-respect, and cultural pride as critical elements to developing tribal youth leadership skills.

Terminal Learning Objectives (TLO)

To define the characteristics of a good leader and whether they meet their own criteria. Students will also define cultural leadership characteristics.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
4-1   Develop their own definition and characteristics of a good leader and recognize themselves as potential public safety community leaders
4-2   Discuss the importance of understanding and respecting tribal culture and traditions and how this understanding and respect affects tribal leadership
4-3   Identify symbols and designs used to portray traditional beliefs, laws and customs

Resources

- Participant Manual (one per participant)
- Pens/pencils
- Poster paper and markers

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 4 – What does it take to be a leader?

Trainer: Provide students with an overview of Session 4. Ask students to read along with you in their manuals, as you review the Session 4 Overview and Objectives.

Session 4 Overview

In this session, students will have an opportunity to discuss and reflect upon how they define a good leader and whether they fit that definition. Students will continue Session One's discussion on the impact of personal choice, the importance of self-esteem, self-respect, and cultural pride as critical elements to developing tribal youth leadership skills.

Trainer: Now that students have been provided with an overview of this Session 4, begin this session by having them personally define what a leader is.

A leader is _____.

Respectful, smart, confident, role model, responsible, dependable, trustworthy, cooperative, compassionate, principled, stands for what they believe, doesn't back down to pressure

Trainer: Now, we ask students to consider their definition of a leader to reconsider whether their definition describes them. The point of this reflection is to help students realize that they are already leaders – even if that leadership applies to just their own choices. Most will explain that they have friends or family members that look to them for help and advice. They are a role model to someone. This is intended for individual reflection. When everyone is finished, ask students if they'd like to share their thoughts.

Does your definition of a leader fit you?
Are you a role model for anyone?
Does anyone look up to you?
Can you make a difference in your community?

*Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address public safety problems. To accomplish this, a community leader is asked to share their Personal Story (**OPTIONAL as time & resources permit**) with the students – for this session, the personal story could be facilitated by the professionals that address the identified public safety problem. The Personal Story should be presented in an informal story-line format and*

emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life

<u>Facilitation Instructions</u>: Personal Story

<u>Purpose</u>: Ideally, the personal story should include how this person addressed the public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. <u>The goal is to inspire students to see that they are already leaders – at least in regard to their own choices. Students that have younger siblings or family members may be the only leader or role model that some people have.</u>

<u>Resources Needed</u>:
 Depending on the presenter

*<u>Time Recommendations</u>: Allow **15 minutes** for this activity (10 minutes for the story and 5 minutes for questions and answers.*

<u>Method</u>:

Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.

When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.

<u>Debrief Questions</u>: What are some of the problems in your communities? What would you like to see being done in your communities? Would anyone like to share personal stories? Be sure to tell the kids that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.

Personal Story

Personal Choice

Trainer: After the guest speaker presents their personal story, ask the students to consider how life experiences affect a person's choice. <u>The purpose of the following questions is to help students consider the impact of choice.</u>

Why do some people never choose to be involved with the identified public saftey problem?
Good influences and family, understanding, fear of consequences, want to stop the cycle for their future generations, strong traditions
Why can't some people get away from the problem?
Genetic predisposition, depression, hopelessness, loneliness, constant life pressures, lack of morals, beliefs, or self-respect, lack of family or peer support

Trainer: The point of this activity is to help students realize that they are already leaders in their own life and will help them better understand motivations of the youth in their community. This is a personal reflective assignment, and students may feel more comfortable completing this as a homework assignment.

Personal Leadership

Even if you don't think of yourself as a leader, you are at least the leader of your own thinking. What kind of leader are you in your own decisions about identified public safety problem– or any other drug, alcohol, or life choice. Every person has their own ideas about what would make them choose to stay away from public safety problems or risky behaviors. Reasons to stay away from public safety problems may include fear of:
- Losing your freedom or rights - Going to jail
- Losing your health
- Losing you family
- Losing the respect of those you care about
- Losing your leadership - Being a bad influence
- Losing your ability to reach your life goals or dreams
- Losing your life – Death

Trainer: The point of the Life Planning Wheel Activity is to help students plan effectively. The emphasis should help students understand that a good leader is able evaluate their own lives and set goals to help them personally progress.

<u>Facilitation Instructions: Life Planning Wheel Activity</u>
<u>Purpose:</u> The purpose of this activity is to help youth understand the need for balance their lives before they be a successful leader. This activity is both informative, fun, and provides an opportunity to show students creative ways to develop a goal setting activity using elements of cultural values and beliefs

Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Wheel Life Planning Worksheets*

Time Recommendations: *Allow* **15 min**. *for providing an overview and instructions for this homework activity:*

Method:
1. Set this stage for this activity by providing a background on the Life Planning Wheel. Trainer should paraphrase the information presented below, information is provided for students as a reference.
2. Follow instructions included in the text below.
3. *I want to make a difference in my community*
4. *I want to support and protect my tribal culture*
5. *As students move for each question, allow students an opportunity to discuss why they chose their response.*

Debrief Questions: *This is a reflective assignment, and thus no debrief questions are provided. However, it is important to remind students that they should ask themselves the following questions upon completion of this assignment. What did you learn about yourself and each others in this activity? How can you use this information to help you achieve your leadership goals?*

The Life Planning Wheel (LPW) is designed to incorporate cultural ideas to support personal planning and goal setting. The purpose of the LPW is the help individuals achieve balance and harmony in their life. The LPW uses elements found in the symbol of the medicine wheel. The elements used in the activity are the four sacred directions, the circumference and the center of the wheel as key components of creating balance in one's life. The four directions represent the physical (East), emotional (South), mental (West) and spiritual (North). The authors of the LPW believe individuals that achieve balance in these four areas develop a harmonic life. The circumference of the LPW represents the journey of an individual's life. The circumference of the wheel in this activity also represents unbalance because the out edge of the circle is the furthest from the center. The LPW activity believes that an individual is in balance when they are "centered". The center of the LPW is the only point of the wheel where all for directions intersect, this represents balance. At this point all four directions are equal and working simultaneously. The goal of the LPW activity is to help individuals to become balance by setting goals and becoming centered.

The Author Blackwolf Jones explains as medicine wheel as a symbolic pattern most American Indians recognize. The medicine wheel as a symbol of guidance through this life, it is a symbol of rebirth and origin. The medicine wheel is never beginning and never ending and all things flow from it. The medicine wheel has three major elements 1) the circumference 2) the directions and 3) the center (Jones 1995).

The circumference is the sacred hoop, which reminds us of life's journey; it gives us the separation needed to understand life cycles. We experience life cycles from the day we are born. Life is circular. We live in circles: There are circles below us there are circles above us. The earth, moon, sun, who gives us our life and substance and watch over us, are also circular. The sacred hoop is a "Parental Guardian for all of us"(Jones 1995 pg72).

"The four directions represent the balance we need in order to live fully" (Jones 1995, pg 80). To understand ourselves, we must understand the direction given to us by the east, south, west, and north. If we follow the guidance given to us through the directions we will better understand the purposes of life and have balance or harmony (Jones 1995).
_____
Please have the students define and list what the four directions represent in their life.

What are physical elements of your life?
Possible answers: Home, Locker, Car, Body, Earth ect

What are emotional elements of your life?
Possible answers: Moody, irritable, happy, stressed, calm

What are mental elements of your life?
Possible answers: education, understanding, and analytical skills

What are spiritual elements of your life?
Possible answers: service to others, having hope, respecting others views

In your manual, use the four directions outlined in the medicine wheel to create balance in your personal life. Place a number between 1 and 10 in the quadrant outlined in each section. The closer your number is to 1 the more stable you are in each area or the more centered you are.

Part I: Where Am I Now?

1a: Using the life planning wheel below write a number between 1 and 10 in the yellow quadrant indicating your **_current_** physical status. The closer your number is to 1 the more stable you are in this area or the more centered you are.

1b: Write a brief explanation of why you allocated yourself this number.

1c: When the other group members have finished this portion, share this data.

2a: Using the life planning wheel below write a number between 1 and 10 in the red quadrant indicating your *__current__* emotional status. The closer your number is to 1 the more stable you are in this area or the more centered you are.

2b: Write a brief explanation of why you allocated yourself this number.

2c: When the other group members have finished this portion, share this data.

3a: Using the life planning wheel below write a number between 1 and 10in the black quadrant indicating your *__current__* mental status. The closer your number is to 1 the more stable you are in this area or the more centered you are.

3b: Write a brief explanation of why you placed your dot in this location.

3c: When the other group members have finished this portion, share this data.

4a: Using the life planning wheel below write a number between 1 and 10 in the white quadrant indicating your *__current__* spiritual status. The closer your number is to 1 the more stable you are in this area or the more centered you are.

4b: Write a brief explanation of why you allocated yourself this number.

4c: When the other group members have finished this portion, share this data.

Part II: Identify Qualities

Physical:
1a. List 10 attributes which describe yourself most accurately in regards to your *__physical__* wellbeing.

Emotional:
1b. List 10 attributes which describe yourself most accurately in regards to your *__emotional__* well being.

Mental
1c. List 10 attributes which describe yourself most accurately in regards to your *__Mental__* wellbeing.

Spiritual
1d. List 10 attributes which describe yourself most accurately in regards to your *__Spiritual__* well being.

2. When complete review all adjectives and place next to each adjective one of the following symbol:

Positive (+)   Negative (-)   Neutral (=)

Part III: Becoming Centered

1. Identify one negative (-) attribute from each direction (east, south, west, and north) that you feel you can improve the quickest.

1a. Write out a short-term plan to improve all four of these attributes.

Session 4 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart responses and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…
 4-1   Develop their own definition and characteristics list of a good leader and recognize themselves as potential community leaders
 4-2   Discuss the importance of understanding and respecting tribal culture and traditions and how this understanding and respect affects tribal leadership
 4-3   Identify symbols and designs used to portray traditional beliefs, laws and customs

Session 5 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will evaluate and apply their individual critical thinking, emotional intelligence, and decision-making skills within the context of their learning teams to investigate problem solving strategies to address the identified public safety problem.

Terminal Learning Objectives (TLO)

To provide students with an opportunity to identify and practice their critical thinking, emotional intelligence, and problem-solving skills**.**

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
5-1   Identify their individual critical thinking skills
5-2   Identify their individual emotional intelligence skills
5-3   Explain how critical thinking and emotional intelligence skills apply to effective leadership in working with their community
5-4   Identify cultural and traditional problem solving techniques

Resources

- Participant Manual (one per participant)
- Pens./pencils

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 5 – How can I solve problems?

Trainer: Provide students with an overview of Session 5. Ask students to read along with you in their manuals, as you review the Session 5 Overview and Objectives.

Session 5 Overview

Overview: In this session, students will explore the impact their American Indian culture and traditions play in personal responsibility, tribal leadership, public safety awareness and other community development programs. Students will have an opportunity to work within their learning teams to develop their understanding and appreciation for their culture and traditions. Students will explore leadership skills as they relate to their unique tribal community environment. Based upon this information, students will generate their personal life and character goals.

Trainer: This session starts off with two fun activities to get students thinking about problem solving and developing their problem solving leadership skills (specifically critical thinking skills and emotional intelligence skills). Facilitate the Paper Puzzles activity and then the Lost on the Moon activities.

__Facilitation Instructions: Paper Puzzles__
__Purpose:__ The purpose of this activity is to get students thinking about their thinking and problem solving skills.
__Resources Needed:__
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Paper Puzzles sheets (1 per person – each puzzle)*
__Time Recommendations:__ Allow __15 min__. for this activity: __5 min__. for each puzzle.

__Method:__
1. *Distribute one of each puzzle sheets to each students (In student workbook – students need to tear out sheets and cut along dotted lines.)*
2. *Direct students to work individually to fold the sheets with the designated number of folds for that puzzle, so that each side has only light or only dark coloring*
__Debrief Questions:__ This is more of an icebreaker activity, debrief should simply allow students with an opportunity to have fun problem solving.

Activity: Paper Puzzles

Facilitation Instructions: Lost on the Moon
Purpose: The purpose of this activity is to get students thinking about their thinking and problem solving skills.
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*

*Time Recommendations: Allow **45 min**. for this activity: **5** minutes for instructions, 35 minutes for the activity and **5** minutes for debrief.*
Method:
1. *Read the background story for the activity:*
   a. *Imagine you are an astronaut. You pilot your spaceship to the moon, but you have a crash landing. Your crash-landing has destroyed your ship, except for fifteen items. The survival of your crew depends on you reaching the mother ship, which is 200 miles away. You and the mother ship are on the light side of the moon.*
   b. *Items:*
      i. *Box of matches*
      ii. *Food concentrate*
      iii. *50 feet of nylon rope*
      iv. *Parachute silk*
      v. *Solar-powered heating unit*
      vi. *Two 45-calibre pistols*
      vii. *Stellar maps of the moon's constellation*
      viii. *Self-inflating raft*
      ix. *Magnetic compass*
      x. *Five gallons of water*
      xi. *Signal flares*
      xii. *First-aid kit*
      xiii. *Solar-powered FM walkie-talkie*
      xiv. *One case of powdered milk*
      xv. *Two tanks of oxygen*
   c. *Your mission is to rank the following 15 items. Record your reasons for the ranking that you have chosen.*
2. *Direct students to work in their learning team to brainstorm to rank each item in order of importance*
3. *Ask students how confident they are in their team's ranking.*
4. *Ask students if there is a way they could better their team'*
5. *Read the recommendations made by NASA*

Activity: Lost on the Moon
Imagine you are an astronaut. You pilot your spaceship to the moon, but you have a crash landing. Your crash-landing has destroyed your ship, except for fifteen items. The survival of your crew depends on you reaching the mother ship, which is 200 miles away. You and the mother ship are on the light side of the moon. You must pick the most important items available to help you make the 200 mile trip.

Your mission is to rank the following 15 items. Use your best critical thinking and team problem solving skills to rank the 15 items in numerical order from the most important to the least important. Record your reasons for the ranking that you have chosen.

_____Box of matches_____

_____Food concentrate_____

_____50 feet of nylon rope_____

_____Parachute silk_____

_____Solar-powered heating unit_____

_____Two 45-calibre pistols_____

_____Stellar maps of the moon's constellation_____

_____Self-inflating raft_____

_____Magnetic compass_____

_____Five gallons of water_____

_____Signal flares_____

_____First-aid kit_____

_____Solar-powered FM walking-talkie_____

_____One case of powered milk_____

_____Two tanks of oxygen_____

Explanation:

1. Two 100 pound tanks of oxygen - the most pressing survival need
2. Five gallons of water – will be needed to replace the tremendous liquid loss on lighted side of the moon
3. Stellar map (of moon's constellation) – provides a means of navigation to find the mother ship
4. Food Concentrate – provides an efficient means of supplying food energy requirements
5. Solar-powered FM Walkie Talkie – provides a means of communication with mother ship but FM requires line-of-sight transmission and short ranges
6. Fifty feet of Nylon rope – can be useful in scaling cliffs or tying injured people together
7. First-aid kit – provides the medical supplies for the journey and contains needles that fit special aperture on NASA space suit
8. Parachute silk – provides protection from sun's rays
9. Self-inflating life raft – the C02 bottle in military raft may be used for propulsion
10. Signal Flares – can be used to send a distress signal when mother ship is sighted
11. Two .45 caliber pistols – provides a possible means of propulsion
12. One case of dehydrated milk – more bulky than the food concentrate
13. Solar-powered portable heating unit – won't be needed unless on dark side
14. Magnetic compass – the magnetic field on moon is not polarized. So the compass is worthless for navigation
15. Box matches – there is no oxygen on moon to sustain flame, so the matches are virtually worthless

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address public safety problems. To accomplish this, an American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

Facilitation Instructions: Personal Story
Purpose: Ideally, the personal story should include how this person addressed the identified public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. The goal is to inspire students to see the value in developing their critical thinking, emotional intelligence, and problem-solving skills to benefit themselves and their community. Speakers should encourage students to develop a an appreciation for lifelong learning .
Resources Needed:
Depending on the presenter
*Time Recommendations: Allow **15 minutes** for this activity (10 minutes for the story and 5 minutes for questions and answers.*
Method:
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.
When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.
Debrief Questions: What are some of the problems in your communities? How can you use your critical thinking, emotional intelligence, and problem-solving skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.

Personal Story

Trainer: Now, students will have an opportunity to assess their critical thinking skills. To set up this exercise, provide a brief background on the importance of developing critical thinking skills.

"We can't solve problems by using the same kind of thinking we used when we created them." Albert Einstein

Facilitation Instructions: *Assessing Your Critical Thinking Skills worksheet*
Purpose: *This activity is intended to explore the power of critical thinking and how it affects group dynamics and allow students an opportunity to assess their own critical thinking skills.* ****

Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Assessing Your Critical Thinking Skills worksheet*

Time Recommendations: *Allow **20 min**. for this activity 5 min for providing an overview and instructions for this homework activity, 10 minutes to complete the worksheet, and 5 minutes for debrief and questions.*
Method:
1.   *Set this stage for this activity by providing a background on critical thinking (see references).*
2.   *In self-assessment, students individually list the qualities of critical thinking that they have in the "have" column and those qualities they feel they need in the "need" column.*
3.   *Students discuss their self-assessment within their community teams.*
4.   *Students work together to brainstorm ideas to help each other develop or strengthen their critical thinking skills.*
Debrief Questions:
1. **What did you learn about yourself and each others in this activity?**
2. **How can you use this information to help you achieve your leadership goals?**

Critical Thinking

Trainer: Building upon the critical thinking skills just discussed, facilitate a group discussion by asking students to identify the characteristics of good leaders that they feel are most important in helping students take action in their communities.

The act of critical thinking is a combination of strategic problem solving and creativity. Leadership does not require an official title or rank to make change in the community. It only takes conviction and a commitment. When the motivation/vision presents itself, the human resources and abilities are readily available.

Critical Thinking Test

1.   Do you ask a lot of questions? **Y / N**

2.   Do you like to be well-informed? **Y / N**

3.   Do you look for ways to solve problems? **Y / N**

4.   Do you trust that there is always an answer to a problem? **Y / N**

5.   Are you confident in your ability to figure things out? **Y / N**

6.   Are you open-minded regarding views that are different than your own? **Y / N**

7.   Are you flexible in considering other alternatives and opinions? **Y / N**

8.   Do you try to be understanding of the opinions of other people? **Y / N**

9.   Are you fair-minded in finding solutions that affect other people? **Y / N**

10.   Can you be honest about your own biases, prejudices, or stereotypes? **Y / N**

11.   Do you wait to make decisions until the best time? **Y / N**

12.   Are you willing to reconsider or change your opinion when you think
        you should? **Y / N**

Emotional Intelligence

Trainer: Emotional intelligence (EQ) skills are often more important to leadership than I.Q skills. Emotional Intelligence (EQ), as presented by Akers and Porter's (2003) "Your EQ Skills: Got What it Takes, explains that a person's EQ is the level of their ability to understand other people, what motivates others, and how to work cooperatively. The five major characteristics of EQ are self-awareness, self-regulation, motivation, empathy, and social skills. Akers and Porter explain that these characteristics represent the characteristics of good leaders.

Direct students to complete the Assessing Your Emotional Intelligence worksheet. This is an individual assessment, but a large group discussion should follow worksheet completion.
*<u>Facilitation Instructions</u>: **Assessing Your Emotional Intelligence Skills worksheet***
<u>Purpose:</u> The purpose of this activity is to provide an opportunity for students to assess their individual emotional intelligence and discuss how emotional intelligence relates to effective leadership.
<u>Resources Needed</u>:
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Assessing Your Emotional Intelligence worksheet*
*<u>Time Recommendations:</u> Allow **20 min**. for this activity, 5 min. for providing an overview and instructions for this homework activity, 10 minutes to complete the worksheet, and 5 minutes for debrief and questions.*

Method:
1. *Set this stage for this activity by providing a background on emotional intelligence (see references).*
2. *In self-assessment, students complete the worksheet*
3. *Students discuss their self-assessment within their community teams.*
4. *Students work together to brainstorm ideas to help each other develop or strengthen their emotional intelligence skills.*

Debrief Questions:
1. **What did you learn about yourself and each others in this activity?**
2. **How can you use this information to help you achieve your leadership goals?**

Assessing Your Emotional Intelligence Skills Worksheet

The EQ Test

1. Do you understand both your strengths and your weaknesses? **Y / N**
2. Can you be depended on to take care of every detail? **Y / N**
3. Are you comfortable with change and open to novel ideas? **Y / N**
4. Are you motivated by the satisfaction of meeting your own standards of excellence? **Y / N**
5. Do you stay optimistic when things go wrong? **Y / N**
6. Can you see things from another person's point of view and sense what matters most to him or her? **Y / N**
7. Do you let others' needs determine how you serve them? **Y / N**
8. Do you enjoy helping colleagues develop their skills? **Y / N**
9. Can you read office politics accurately? **Y / N**
10. Are you able to find "win-win" solutions in negotiations and conflicts? **Y / N**
11. Are you the kind of person other people want on their team? **Y / N**
12. Are you usually persuasive? **Y / N**

If you answered "YES" to six or more of these questions **and if people know you well would agree with you**, then you have a high degree of emotional quotient.

-Akers & Porter, 2003

Characteristics of Good Leaders (EQ skills)

- **Self-Awareness**: ability to recognize and understand your moods, emotions and drives, as well as their effect on others

Hallmarks of Self-Awareness: self-confidence, realistic self-assessment, and self-deprecating sense of humor.

- **Self-Regulation**: the propensity to suspend judgment, to think before acting, and to control emotions

Hallmarks of Self-Regulation: trustworthiness and integrity comfort with ambiguity, and openness to change.

- **Motivation**: a passion to work for reasons that go beyond money or status

Hallmarks of Motivation: strong drive to achieve, optimism (even if the face of failure), and organizational commitment.

- **Empathy**: ability to understand the emotional makeup of other people

Hallmarks of Empathy: expertise in building and retraining talent, cross-cultural sensitivity, and service to clients and customers.

- **Social Skill**: ability to find common ground and build rapport

Hallmarks of Social Skill: effectiveness in leading change, persuasiveness, and expertise in building and leading teams
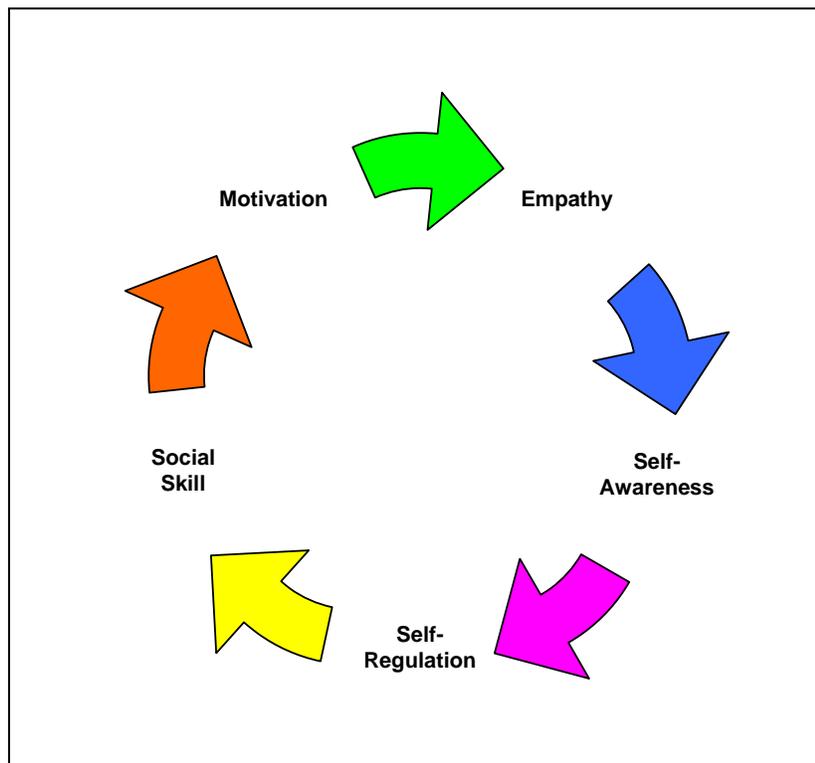
Trainer: Now, students have an opportunity to practice their critical thinking and, emotional intelligence, together with the American Indian values, beliefs, culture, and traditions from previous sessions, to create ideas about reaching their community to address the identified public safety problem. Direct students to complete the "Talking to Tribal Youth in Your Community" worksheet.

<u>*Facilitation Instructions*</u>: ***Talking to Tribal Youth in Your Community worksheet***
<u>***Purpose:***</u> *The purpose of this activity is to provide an opportunity for students to apply their critical thinking and emotional intelligence skills in context with American Indian culture, beliefs, customs, and traditions to reach tribal youth.*
<u>***Resources Needed***</u>*:*
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Talking to Tribal Youth in Your Community worksheet*

<u>***Time Recommendations:***</u> *Allow **45 min**. for this activity, 5 min for providing an overview and instructions for this activity, 20 minutes to complete the worksheet, and 20 minutes for presentations and debrief.*
<u>***Method:***</u>
1. *Direct students to complete this worksheet individually, when everyone is finished, students will share their ideas with their team and with the class*
2. *In self-assessment, students complete the worksheet*
3. *Students discuss their ideas within their community teams.*
4. *A spokesman from each team shares their team's ideas with the class in an informal "front of the room" presentation.*

<u>***Debrief Questions:***</u>
1. **What did you learn about yourself and each others in this activity?**
2. **How can you use this information to help you achieve your leadership goals?**

Talking to Tribal Youth in Your Community Worksheet

Talking to Tribal youth in your community

Are their people or programs in your community that speak to youth about the identified public safety problem and leadership skills?

What would make a good presenter to youth about leadership skills and the identified public safety problem in your community?

What makes a good personal story that you can respect and listen too? Stories, games, their background?

What cultural stories address leadership and problem solving?

What are the things that are not effective in your community when it comes to talking to youth about the identified public safety problem and leadership skills?

Session 5 Wrap-Up

__Trainer:__ Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart responses and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…
5-1   Identify their individual critical thinking skills
5-2   Identify their individual emotional intelligence skills
5-3   Explain how critical thinking and emotional intelligence skills apply to effective leadership in working with their community
5-4   Identify cultural and traditional problem solving techniques

Session 6 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will be introduced to decision making and goal setting strategies and have an opportunity to practice these skills within their learning teams to address the identified public safety problem. Students will discuss and create personal mission, vision, and values statements. Building upon their personal statements, students will have an opportunity to role play positive choices.

Terminal Learning Objectives (TLO)

To provide students an opportunity to identify their individual life goals and personal mission, vision, and values statements and apply goal-setting and decision-making skills within the context of their learning teams to consider strategies to address the identified public safety problem.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
 6-1   Discuss the need for and challenge in developing decision making skills for leadership
 6-2   Discuss goal setting strategies and the need for individual life goals and for team goals
 6-3   Create a list of individual life goals, with an emphasis on incorporating American Indian culture

Resources

- Participant Manual (one per participant)
- Pens/pencils

Instructor to Participant Ratio

1:25

Assessment Strategy

Students will assess their learning as they answer "Wrap-Up" questions at the end of each session.

Session 6 – How can I set goals?

Session 6 Overview

Overview: In this session, students will be introduced to decision making and goal setting strategies and have an opportunity to practice these skills within their learning teams to address the identified public safety problem. Students will discuss and create personal mission, vision, and values statements. Building upon their personal statements, students will have an opportunity to role play positive choices.

2. *Are the ideas ethical – do they adhere to your values, beliefs, culture, and traditions?*
3. *What did you learn about yourself and each others in this activity?*
4. *How can you use this information to help you achieve your leadership goals?*

Making a Quick Ten

You don't get million dollar ideas from a ten dollar vision!

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address the identified public safety problem. To accomplish this, a American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

Facilitation Instructions: Personal Story
Purpose: *Ideally, the personal story should include how this person addressed the identified public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. The goal is to inspire students to see the value in developing their decision making, and goal-setting skills to benefit themselves and their community. Additionally, speakers should address the importance of developing personal mission, vision, and values statements. Speakers should encourage students to develop an appreciation for making positive personal choices.*
Resources Needed:
   Depending on the presenter
Time Recommendations: *Allow **15 minutes** for this activity (10 minutes for the story and 5 minutes for questions and answers.*
Method:
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.

When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.
__Debrief Questions:__ What are some of the problems in your communities? How can you use your decision making and goal setting skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.
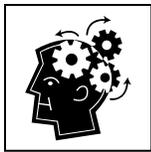
PERSONAL STORY

Personal Mission, Vision, and Values Statements

__Trainer:__ Inform students, that as leaders, they will need to make decisions – sometimes the decisions are easy and quick and sometimes the decisions are difficult, painful, and time-consuming. Before a person can make decisions that are consistent with their values and integrity, they must identify their personal values, life/career vision, and life/career mission. Teaching point: Values statements are grounded in values and define how people want to live their lives, what they are willing to do, and how they behave with other people.

What are values?

Values are traits or qualities that are considered worthwhile; they represent an individual's highest priorities and deeply held driving forces. (Values are also known as core values and as governing values; they all refer to the same sentiment.)

*__Trainer:__ Direct students to complete the **Writing Mission, Vision, and Values Statement** worksheet. This worksheet should be completed individually by each student; however, learning teams should be allowed to discuss their values. Set up this activity by reviewing the Mission, Vision, and Values statements of successful organizations. Examples have been provided*

- *Microsoft's vision statement "A personal computer in every home running Microsoft software."*

Facilitation Instructions: _Writing a Mission, Vision, and Values Statement (part 1)_
Purpose: *The purpose of this activity is to provide an opportunity for students to create a personal values statement*
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils/markers*

Time Recommendations: *Allow **60 min**. 5 min. for providing an overview and instructions for this activity, 10 minutes to brainstorm ideas, and 5 minutes for debrief questions for each part.*
Method:
Part One:
1. *Direct students to work individually to complete step one.*
   a. *List three people that you admire*
   b. *What do you admire about those people?*
   c. *What do you want people to say about you when you're gone?*
   d. *List the top ten values that you want people to see in you*

Part Two
2. *Direct students to work individually to complete step two.*
   a. *Create one-three sentences that answers the question: "What will my life look like if I live the way I think is right?"*

Part Three
3. *Direct students to work individually to complete step three.*
   a. *Answer the questions:*
      i. *What kind of person do I want to be?*
      ii. *What do you want to do with your life – what are your life goals?*
      iii. *How do my values (and beliefs, culture, customs, and traditions) play into my life goals?*

Debrief Questions:
1. **What did you learn about yourself and each others in this activity?**
2. **How can you use this information to help you achieve your leadership goals?**

Writing a Personal Mission, Vision, and Values Statement

A values statement describes the attributes – values, beliefs, culture, customs, and traditions - that you believe identify who you are and what your priorities are.

A vision statement describes what your life will look like if you are successful. A powerful vision statement should stretch expectations and aspirations helping you jump out of your comfort zone" into something bigger and better**.**

A mission statement describes what you are all about. A mission statement answers the question, Why am I here? A mission statement becomes a personal constitution that can be turned to when making either major life-changing decisions or small daily decisions. It will not necessarily make such decisions easier, but it will add focus and directions. Think of it as a roadmap that you can refer to for guidance as you journey through life.

Decision Making and Goal Setting

Trainer: Now that students have created their personal mission, vision, and values statements, provide a brief overview and facilitate a group discussion on decision making and goal setting skills. The trainer should be prepared to provide a real life example of decision making and goal setting. The decision making and goal setting course content is not meant to be an exhaustive explanation, but rather an opportunity for students to consider how they make decisions and how they set goals.

As leaders, you will need to make decisions – sometimes the decisions are easy and quick and sometimes the decisions are difficult, painful, and time-consuming. Before a person can make decisions that are consistent with their values and integrity, they must identify their personal values, life/career vision, and life/career mission.

Decision Making: The process

1. Analyze the problem
2. Define the problem
3. Consider options
4. Evaluate the alternatives
5. Make a choice
6. Implement the plan and evaluate the decision
    a. make changes in your life based on your decision

Goal setting an important method of:
- **Deciding what is important for you to achieve in your life**
- **Separating what is important from what is irrelevant, or a distraction**
- **Motivating yourself**

SMART Goal Setting

- Specific

Goals should be very specific, clear, and easy to identify. That way you can set out a logical plan of action.

- Measurable

Goals should be measurable, so that you can see your success. Setting several small successes can help to motivate you to tackle big goals.

- Attainable

Goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you, but goals must be attainable, or you could become discouraged. The feeling of success which this brings helps you to remain motivated.

- Realistic

Goals should be realistic – not necessarily easy - A realistic project will challenge your skills and knowledge, but it shouldn't break them.

- Time-bound

Goals should have time guidelines. Setting an end point to your goal helps you see a clear target. Without time limits, it's easy to put off getting started or moving forward.
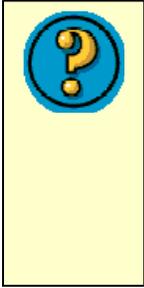
- **How does your personal mission, vision, and values statements play into abolishing the identified public safety problem?**
- **What is the single most important reason why you choose to say no to not be involved in the identified public safety problem?**
- **How can you help youth in your community determine their single most important reason why they should fight against the identified public safety problem?**

Trainer: Now that students are familiar with the decision making and goal setting process, direct them to pages 5 and 6 of their Problem Solving Workbook to complete two of the three remaining steps in SARA: Analysis and Responses. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Analysis and Responses process.

Session 6 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…
6-1 Discuss the need for and challenge in developing decision making skills for leadership
6-2 Discuss goal setting strategies and the need for individual life goals and for team goals
6-3 Create a list of individual life goals, with an emphasis on incorporating American Indian culture

Session 7 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will have an opportunity to identify and discuss problems in conflict resolution. Students will explore the impact that culture plays in conflict resolution and public safety.

Terminal Learning Objectives (TLO)

To provide students with an opportunity to identify and apply their leadership style and to learn and practice conflict resolution skills within the context of their learning teams in development of public safety strategies.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
 7-1   Discuss both the positive and negative consequences of conflict
 7-2   Apply conflict resolution skills
 7-3   Identify their leadership style and recognize the need to develop styles to address
          different situations
 7-4   Identify cultural leadership styles both traditional and contemporary

Resources

- Participant Manual (one per participant)
- Pens/pencils

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 7 – How can I resolve conflicts?

Trainer: Provide students with an overview of Session 7. Ask students to read along with you in their manuals, as you review the Session 7 Overview and Objectives.

Session 7 Overview

Overview: In this session, students will have an opportunity to identify and discuss problems in conflict resolution. Students will explore the impact that culture plays in conflict resolution and public safety.

Trainer: Welcome students and ask if there are any comment, questions, or suggestions in regards to the program. Then, begin the discussion of conflict management by facilitating the "CD player" activity. The CD Player activity is very simple: read the following quick story and ask students how they would respond if they were 1) one of the students, 2) a teacher, 3) a principle

Story:
Samantha was quietly sitting in the school library listening to her favorite music CDs. Suddenly, Jason rushes into the library and demands to use the CD player.
"I need it, I'm working on something very important," Jason says.
"But, I was using it first," argues Samantha.
"No, there is only one CD player in the school and I need it so that we can listen to music while we set up for the school play."
Just then a teacher, who overhead the argument, enters.,,,

CD Player Activity

- **What would you do if you were Samantha?**
- **What would you do if you were Jason?**
- **What would you do if you were the teacher?**

Trainer: Building on the CD player activity, ask students whether they feel that they will face conflict as leaders. The answer is a resounding yes! As the students identified in the CD player activity, it is essential to understand both sides of a conflict before proposing a solution. Direct students to complete the Conflict Worksheet in their workbooks. Students should work independently, but allow students to share their ideas through interactive group discussion.

Conflict Worksheet

Most people fight or argue when they _____ ____

_____

Most people fight or argue over_____ ____

_____

One good thing people get from arguing or fighting is_____ _

_____ _____

One bad thing about arguing and fighting is _____ __

_____ _____

People generally respond to conflict by (list two) _____ __

_____ _____

I fight or argue when_____ _____

_____

I make others angry when _____ _____

_____

I get upset or angry when other students_____ ___

_____

When I'm talking to someone else who is really angry or upset, the most

important thing to do is_____

When I'm really angry or upset with someone, the most important thing for me to

do is_____

_____ _____

When I'm upset at, mad at, or bothered by another student I can (list three)_____

_____ _____

When I have a disagreement or conflict with someone, we can agree to_____

_____ _____

Will you face conflict? – Absolutely!
Can you listen to the whole story before making a judgment?

Conflict Worksheet

Trainer: *Facilitate the Listening Partnerships activity*

Facilitation Instructions: *Listening Partnerships activity*
Purpose: *This activity is intended to help students realize how difficult it is to really listen.*
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils*

Time Recommendations: *Allow **10 minutes** for this activity (5 minutes for instructions, 10 minutes for each partner to speak and 1 minute for the listening partner to paraphrase, and 5 minutes for debrief discussion questions.*
Method:
The Listening Partnerships activity is very simple: students are paired in groups of two. Each person takes a turn talking for one minute about a conflict in their lives (what happened, what did the do to solve the conflict, what were the consequences). The listening partner is only allowed to listen –no talking, no gestures, no communication at all. The listener then paraphrases the story. Then students switch roles.
Debrief Questions:
1. *What did you learn about yourself and each others in this activity?*
2. *How can you use this information to help you achieve your leadership goals?*

Will you face conflict? – Absolutely!
Can you listen to the whole story before making a judgment?

Listening Partnerships Activity

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address he identified public safety problem. To accomplish this, a American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

Facilitation Instructions: Personal Story
Purpose: Ideally, the personal story should include how this person addressed the identified public safety problem. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. The goal is to inspire students to see the value in developing their conflict resolution skills to benefit themselves and their community. Speakers should encourage students to develop a an appreciation for how their culture approaches conflict resolution .
Resources Needed:
   Depending on the presenter
*Time Recommendations: Allow **15 minutes** for this activity (10 minutes for the story and 5 minutes for questions and answers.*
Method:
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.
When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.
Debrief Questions: What are some of the problems in your communities? How can you use your conflict resolution and listening skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.
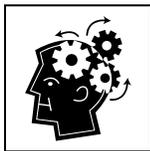
PERSONAL STORY

Trainer: Begin this next section by asking students the following questions to start an open-group discussion. Teaching Point: Leaders will inevitably face conflict, but not all conflict is bad. In fact, conflict can be thought of as an opportunity to learn, grown, and make necessary changes. The key is to develop your emotional intelligence and your management skills to get the most out of conflict.
It is important for leaders to understand their leadership style and to be able to match their style to a given situation. To make this activity memorable, leadership styles have been assigned animal titles. Students should be asked what animal best matches the description of each style (names have been provided).

LEADERSHIP STYLES

The Old Leadership Paradigm: The Head Buffalo and the Herd[2]

Buffalo are absolutely loyal followers of one leader. Because buffalo are loyal to one leader, they stand around and wait for the leader to show them what to do. When the leader isn't around, they wait for him to show up. That's why the early settlers could decimate the buffalo herds so easily by killing the lead buffalo. The rest of the herd stood around waiting for their leader to lead them, and were slaughtered (Belasco & Stayer, p.17).

The New Leadership Paradigm: A Flock of Geese.

Geese fly in their "V" formation, the leadership changing frequently, with different geese taking the lead. Every goose is responsible for getting itself to wherever the gaggle was going, changing roles whenever necessary, alternating as a leader, a follower, or a scout changing the structure (Belasco & Stayer, p.17).

The Wisdom of Native Storytelling

A long time ago, this land was known as Turtle Island and all the animals were children. One day the Spirit of the Sky looked down, and he saw geese flying in a "V". The Spirit of the Sky did not like that very much. He thought to himself, "That is very inefficient and it certainly does not look very neat; from now on, the geese must fly in a straight line."

With that, the Spirit of the Sky went down and called all the children of the geese together and said, "I have been watching you fly in a "V". As this is not neat and efficient, you will now fly in a straight line."

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[2] Belasco, J.A. and Sayer, R.C. (1993). Flight of the buffalo: soaring to excellence, learning to let employees lead. Warner Books, Inc.: New York

Duryea, M. L. and Potts, J. (1993). Story and legend: Powerful tools for conflict resolution. Mediation Quarterly, 10(4), 391-392. Jossey-Boss

The children of the geese were shocked and said, "But oh, Spirit of the Sky, we have always flown in a 'V'. We do this because the goose ahead breaks the wind for the one behind and we do it so we can watch each other so we know we are all safe."

This response angered the Spirit of the Sky and he replied, "Enough of this! I said you will fly in a straight line, so that is what you will do. Now pick one leader and do as I say!" To this the geese replied, "But Spirit of the Sky, we do not have one among us who is strong enough to lead all the time. We all take turns being the leader, gander, goose, it make no difference. We follow the one who is strongest at the moment."

"If you do not have one who is strong enough to lead all the time, then I will be your leader." As they flew they came to realize that the Spirit of the Sky was right. Flying in a straight line was more efficient. It was easier, for now the air was broken for both wings. They were traveling faster and actually did look a little neater in the sky. And so it went for many days.

One day, high above, an eagle appeared. When the eagle looked down and saw the geese, he said, "Ah-hah! The geese were flying in a straight line. Today I eat!" And with that, the eagle swooped down and took the last goose off the line. The second last goose did not notice that the last goose was gone. And so it went as the days went by and more and more of the eagles came and kept picking off the last goose off the line.

Eventually the Spirit of the Sky reached his destination. He landed and turned around to talk to his flock only to find he was alone.

While this was happening the Creator was watching. The Creator became very angry when he saw what the Spirit of the Sky had done. He called the Spirit of the Sky to account for his actions, and he said: "Spirit of the Sky, I am very angry with you. You changed the way the children of the geese had lived for thousands of years and now they are gone I hold you responsible."

In a trembling voice, the Spirit of the Sky said, "Oh Creator, it was not me who destroyed the children of the geese. It was the eagles.

This legend conveys the fallacy of imposing processes or systems without an understanding and respect for traditional ways.

Morale of the story: Ordering the people to perform differently is like standing in front of the buffalo herd and commanding them to fly. You must empower people for a new level of performance–not order it!

Buffalo: (Autocratic or Director-style)
The Buffalo style is used when the leader tells people what to do and how to do it, without getting the advice of her followers. This style of leadership is best in the

Forming stage, when team members are new to their position and lack team spirit. This style is also appropriate for quick decisions – when you have all the information to solve the problem, you are short on time, and your followers are well motivated.   This is not bossing people around – it's only used to get things done quickly or to get a group started.

Prairie Dog: (Bureaucratic – Coach-style)
The Prairie Dog style is used when the leader needs to coach their followers to get things done. Leaders work through rules and policies to encourage people to work together to get the job done, then to build team spirit. This style of leadership is best in the Storming stage, when followers may not be happy with their assignments or may not understand their role in the team.

Bear: (Democratic - Facilitator-style)
The Bear style is used when the leader is trying to develop their followers to complete their work and to develop a healthy team spirit. This style of leadership is appropriate in the Norming stage, and it is best when you have followers understand their roles and responsibilities and when the team members start to look out for each other as team members.

Geese: (Laissez-Faire - Enabling style)
The Geese style is used when a leader wants to inspires his or her team with a shared vision of the future. Geese leaders focus on transforming their team, and so they are highly visible, and spend a lot of time communicating, but Geese allow their team to fully exercise their skills and abilities. This style is appropriate in the Performing stage, when the team is working together well and doesn't need a leader to constantly tell them what to do, instead Geese leaders tend to delegate responsibility amongst their team.

Leadership and Conflict Resolution

  How do you handle conflict personally?

Aggressive people tend to create unnecessary stress and don't get along with people. Their behavior drives people away and they end up with less positive relationships and start to feel like victims.

Assertive people tend to have less conflict in their lives, less stress. They are more likely to have their needs met. They have stronger, better relationships and even a healthier body.

Passive people think they're protecting their relationships, but actually passive behavior destroys relationships. Passive people start to feel like victims and they start to feel angry, so when they finally say something, they blow up.

Are you assertive or passive?

Scenario A: *You are waiting in a line and someone cut in front of you*
- **Aggressive:** you assume they cut on purpose and you angrily say, "hey, idiot, no cuts!"
- **Passive:** you just say "Oh well" and let the person stay in front of you
- **Assertive:** you assume that they may not have seen you in line, and politely say, "excuse me, but I was in line"

Scenario B: *Your friend talks a lot. They call you on your cell phone and start going off about what a bad day they're having. Unfortunately, you have a lot of things planned and things you have to do, so you don't have time to talk.*
- **Aggressive:** you become angry that your friend obviously doesn't respect your time, so you cut them off and sarcastically say, "Oh, get over it! I have my own problems!"
- **Passive:** you just let your friend talk as long as they want and figure that your plans can suffer, because your friend needs your help
- **Assertive:** you listen for a couple minutes and the compassionately say, "Man, it sounds like you're having a tough day! I'd love to talk to you about it, but I don't have time right now. Can we talk later tonight?

Steps to becoming more assertive:
- Learn to take constructive criticism
- Learn how to politely say no
- Practice voicing a different opinion

Are emotions always accurate? Just because you get emotional over a problem (ie abortion) does it make your feelings/stance on the problem correct?
Are we always able to accurately assess someone's emotions?
Will developing emotional intelligence skills help us as leaders?

Trainer: Provide examples of how conflict management/resolution and listening skills has been beneficial in your career/life. Facilitate the Conflict Resolution activity.

Facilitation Instructions: *Conflict Resolution Role Play activity*
Purpose: *This activity is intended to help students develop a deeper understanding of conflict resolution and the need for leaders to develop conflict resolution skills.*
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils*
- *Props as necessary*

Time Recommendations: *Allow **75 minutes** for this activity (5 minutes for instructions, 30 minutes for teams to develop their role play presentation, 30 minutes for teams to present, and 10 minutes for debrief discussion questions.*

Method:
Students work in their learning teams to identify a conflict that could arise as they are acting as leaders in the community, delivering this training, or among their peers. Students are responsible for creating a role play in which the students act as characters in the play. One student will play the "leader" and will present proper conflict resolution leadership skills to resolve the chosen conflict. Students will provide feedback to the presenting team regarding their application of conflict resolution. NOTE: If possible, the training team should go first and demonstrate conflict resolution skills within the classroom (make it fun and add conflict that HAS already happened in the class)

Debrief Questions:
1. **What did you learn about yourself and each others in this activity?**
2. **How can you use this information to help you achieve your leadership goals?**

 Conflict Resolution Role Play Activity

Session 7 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…

7-1   Discuss both the positive and negative consequences of conflict
7-2   Apply conflict resolution skills
7-3   Identify their leadership style and recognize the need to develop styles to address different situations
7-4   Identify cultural leadership styles both traditional and contemporary

Session 8 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will be introduced to the stages, basic components, and importance of group dynamics and effective team building. Students are given the opportunity to apply this information within the context of their learning teams to address the identified public safety problem. Students will also explore the need for building collaborative community partnerships and identify existing tribal partnerships.

Terminal Learning Objectives (TLO)

To provide students an opportunity to learn, practice, and apply group dynamics and teambuilding skills and strategies within the context of their learning teams to consider strategies to address the identified public safety problem in their communities.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
8-1   List the stages and principles of group development
8-2   Discuss the value in building collaborative problem-solving partnerships
8-3   Identify the potential partnership opportunities within their communities that can assist in addressing the identified public safety problem
8-4   Discuss how traditional Tribal communities used partnerships and alliances to create stronger communities

Resources

- Participant Manual (one per participant)
- Pens/pencils

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 8 – How can I work in my community?

Trainer: Provide students with an overview of Session 8. Ask students to read along with you in their manuals, as you review the Session 8 Overview and Objectives.

Session 8 Overview

Overview: In this session, students will be introduced to the stages, basic components, and importance of group dynamics and effective team building. Students are given the opportunity to apply this information within the context of their learning teams to address the public safety problem. Students will also explore the need for building collaborative community partnerships and identify existing tribal partnerships.

Trainer: Facilitate the "Listening Skills" activity at the beginning of the class. Do not provide any instruction, other than quietly saying, "pay attention to what I'm about to read." To be an effective leader, one must develop good listening skills AND be watchful for opportunities.

*<u>Facilitation Instructions</u>: **Listening Skills activity***
<u>Purpose:</u> The purpose of this activity is to help students become aware of the fact that they need to be watchful for opportunities and to develop their listening skills. Teaching point: Most people listen at about 25% level of efficiency.
<u>Resources Needed</u>:
- *Participant Manual*
- *Pens/ Pencils/markers*

*<u>Time Recommendations:</u> Allow **10 minutes** for this activity (5 minutes to read article and 5 minutes to ask questions.*
<u>Method:</u>
Clip a story from a newspaper or magazine that is approximately two or three paragraphs long. With absolutely no introduction, casually mention to your group, "…some of you probably saw the item in the paper or magazine the other day," and read aloud the entire two to three paragraphs. When finished, you'll see a room of either bored or disinterested faces. Pull out a five dollar bill and state, "OK, I've got a few questions for you based on the story you just heard." Read eight to ten prepared questions (i.e., names, dates, places, etc.). In all likelihood, not one person will be able to answer all questions correctly.
<u>Debrief Questions:</u>
*1. **What did you learn about yourself and each others in this activity?***
*2. **How can you use this information to help you achieve your leadership goals?***

Listening Skills Activity

Guides to good listening

1. **Find an area of interest**
2. **Judge content, not delivery**
3. **Delay evaluation**
4. **Listen for ideas**
5. **Be flexible**
6. **Actively work at listening**
7. **Resist distractions**
8. **Exercise your mind**
9. **Keep your mind open**
10. **Capitalize on thought speed**

"*There is no passion to be found playing small in settling for a life that is less than the one you are capable of living.*" **Nelson Mandela.**

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address the identified public safety problem. To accomplish this, a American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

<u>*Facilitation Instructions: Personal Story*</u>
<u>*Purpose:*</u> *Ideally, the personal story should include how this person addressed the identified public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. <u>The goal is to inspire students to see the value in developing their understanding of group dynamics and partnership building as part of their leadership skills to benefit themselves and their</u>*

community. Speakers should encourage students to develop a an appreciation for effective communication and partnership building .
__Resources Needed:__
   Depending on the presenter
__Time Recommendations:__ Allow __30 minutes__ for this activity (20 minutes for the story and 10 minutes for questions and answers.
__Method:__
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.
When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.
__Debrief Questions:__ What are some of the problems in your communities? How can you use your critical thinking, emotional intelligence, and problem-solving skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.

PERSONAL STORY

__Trainer:__ Explain that by understanding the principles of group development, teams can move more quickly to the more effective stages of group development and leaders can better serve the communities that they live and work in, by creating a sense of belonging, continuity, and respect.

Group Development

Stages in Group Development

 Forming: People come together and meet each other.
- The leader directs
- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low

Storming: People struggle through the discomfort of a new group.
- The leader coaches
- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress

Norming: People find common ground
- The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style

Performing: The group is working!
- The leader delegates and oversees
- The group knows clearly why it is doing what it is doing
- Group members look after each other
- Members work proactively for the benefit of the team

Trainer: Separate students into new learning teams and facilitate "Action Plan" and "Program Planning" activities. In these activities, students are asked to chart out strategies to apply to solve their identified public safety problem, including resources/partnerships that can be used (help students understand the importance of including partners and experts while creating a prevention program), and ideas that would be important to include in a middle-school curriculum. (direct students to page 7 of their Problem Solving Workbook to begin the Action Planning process. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Action and Program Planning processes.)

__Facilitation Instructions: Program Planning Activity__
__Purpose:__ This activity is intended to help students begin the process of creating their Native youth focused public safety prevention program.
__Resources Needed:__
- *Participant Manual*
- *Pens/ Pencils/markers*
- *Chart pack paper*

*__Time Recommendations:__ Allow **60 minutes** for this activity (5 minutes for instructions, 45 minutes for activity, and 10 minutes for debrief discussion questions.*
__Method:__
Based on the student's experience, students work within their new learning teams to chart the important concepts for their program
__Debrief Questions:__
*1. **What did you learn about yourself and each others in this activity?***
*2. **How can you use this information to help you achieve your leadership goals?***

Program Planning *(direct students to pages 8 and 9 of their Problem Solving Workbook to record their program planning responses. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Program Planning and Objective process.)*

What is important to include in the identified public safety prevention program?

What type of learning environment would work best for the program?

How long should the program be?

Who will teach the program?

How will we present our ideas?

What materials will be needed to teach the program?

Should there be lecture/activities/games/presentations?

Should students work individually or in teams?, Why?

Other ideas/thoughts/problems regarding the program?

Who will be the target audience for the program?

__Facilitation Instructions__: Rope Game

__Purpose:__ The purpose of this activity is to help students understand the impact that we have in other people's lives AND the impact other people have in our lives. This activity helps students internalize the concept that their choices affect everyone in their life – not just them. This activity also demonstrates the need for balance in their lives the importance of partnerships and alliances to create stronger communities.

__Resources Needed__:
- *Participant Manual*
- *Pens/ Pencils/markers*
- *1 20' lengths of soft rope (additional lengths for large groups)*

__Time Recommendations:__ Allow __20 min__. for this activity: __15 min__. for activity and __5 min.__ for debrief

__Method:__
1. *Direct participant to gather in a circle with each person facing center and grasping the rope with both hands.*
2. *While someone times the activity, direct students to keep both hands on the rope and race to see how quickly they can pass the knot in the rope in a full circle. Repeat several times.*
3. *As students hold the rope firmly with both hands, everyone sits on the floor at the same time. Then, they stand up in unison.*
4. *Ask students to lean back away from the circle and notice how their weight is supported by the group.*
5. *Ask students what would happen if one side of the circle lets go*
6. *Explain that the point of this activity is to illustrate the importance of working in balance with our neighbors.*

__Debrief Questions:__ Direct students to sit on the floor around the rope. Then, facilitate a group discussion to identify and share what students learned about themselves and others in each part of this activity. Direct students to consider and share ways that they can use the information they learned about themselves and each other in developing leadership skills and in addressing the identified public safety problem in their community.

Activity: Rope Game

Session 8 Wrap-Up

Can you…
8-1   List the stages and principles of group development
8-2   Discuss the value in building collaborative problem-solving partnerships
8-3   Identify the potential partnership opportunities within their communities that can assist in addressing the identified public safety problem
8-4   Discuss how traditional Tribal communities used partnership and alliances to create stronger communities

Session 9 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will discuss the importance of effective communication, including oral presentations, and group discussions. Topics include business communication and presentation and public speaking skills. Students will have an opportunity to practice these skills within the context of their learning teams to address the identified public safety problem. Students will also discuss meeting etiquette, including basic business etiquette (timeliness) dress codes, and communication etiquette (phone, cell phone, and messages).

Terminal Learning Objectives (TLO)

To provide students an opportunity to learn and practice presentation and personal communication skills.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
9-1   Create an oral presentation outline for this program
9-2   Create a PowerPoint presentation
9-3   Deliver an oral presentation with accompanying PowerPoint slides that incorporates elements of leadership and American Indian culture in addressing the identified public safety problem

Resources

- Participant Manual (one per participant)
- Pens/pencils
- Access to PowerPoint software and computers
- LCD projector and microphones (if needed)

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session

Instructor's Note:

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Session 9 – How can I present my ideas?

Trainer: Provide students with an overview of Session 9. Ask students to read along with you in their manuals, as you review the Session 9 Overview and Objectives. Have students refer to Appendix A in their Problem Solving Workbook for a Presentation Checklist Reference (included as Appendix A in this guide).

Session 9 Overview

In this session, students will discuss the importance of effective communication, including oral presentations, and group discussions. Topics include business communication and presentation and public speaking skills. Students will have an opportunity to practice these skills within the context of their learning teams to address the identified public safety problem. Students will also discuss meeting etiquette, including basic business etiquette (timeliness) dress codes, and communication etiquette (phone, cell phone, and messages).

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address the public safety problem. To accomplish this, a American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

<u>*Facilitation Instructions*</u>*: Personal Story*
<u>*Purpose:*</u> *Ideally, the personal story should include how this person addressed the identified public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. <u>The goal is to inspire students to see the value in developing their business etiquette and presentation skills to benefit themselves and their community. Speakers should encourage students to develop a an appreciation for their role as future community leaders .</u>*
<u>*Resources Needed*</u>*:*
    Depending on the presenter
<u>*Time Recommendations:*</u> *Allow **30 minutes** for this activity (20 minutes for the story and 10 minutes for questions and answers.*
<u>*Method:*</u>
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this

subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.
When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.
Debrief Questions: *What are some of the problems in your communities? How can you use your critical thinking, emotional intelligence, and problem-solving skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.*

PERSONAL STORY

Trainer: Building upon the personal story, facilitate an informal group discussion on the importance of business etiquette, by presenting the following material.

It is important for community leaders to develop strong communication skills and business etiquette skills. These skills help a leader to develop respectful relationships with other community leaders and community members.

Timeliness

For busy community leaders, time is important. But no one likes to be kept waiting – even by leaders.

Have you every had an appointment and the person you were meeting made you wait? If yes, how did that make you feel?
Have you ever just left because you couldn't wait any longer for the person you were supposed to meet? If yes, how did that make you feel?
What is your first impression of someone who is late?

Body Language

Research has shown that when we communicate with others, only 7% of our feelings are conveyed with words, 38% of what we communicate is through our tone of voice and an amazing 55% is by using body language.[3]

Body language is what we "say" to one another without the use of words. This non-verbal communication can come in several forms: body position, eye contact, facial expressions, physical appearance, touch and space

By keeping aware of the body language of those around you, your ability to assess their message will be greatly increased. The listener's body language will help you monitor your delivery of an idea or message. One additional thing to remember: Your body language gives you an indication of your motives and meanings--be sure to monitor your own non-verbal cues.

Body Position - the location of the arms, legs and hands as well as the manner of sitting or standing can tell you a lot. For example, crossed arms often indicate defensiveness and the desire to be more removed; a sitting person leaning forward is a sign of friendliness and interest.

Eye Contact - eyes can reveal moods and feelings as well as intentions and interest. For example, if a person is having a one-on-one conversation, yet is looking around and not at the person to whom he or she is speaking, it might tell you that the sender is more interested in something else.

Facial Expressions - our expressions also send a message. For example, raised eyebrows could mean disbelief, questions, shock. A frown usually indicates displeasure, yet a smile usually expresses agreement and pleasure.

Physical Appearance - the manner in which one dresses tells a little about his or her personality and character. In addition, the items a person carries by choice can also aid in determining personality traits. Someone who always carries a briefcase may be characterized as serious and work-oriented. Shorts and tank top expresses carefree and informality.

Touch - the manner in which one person touches another can reveal a great deal about his or her character. For example a light tap on the shoulder is apologetic, while a firm

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[3] Crawford K. *Body Language & Public Speaking*

hand on the shoulder is demanding. A firm handshake often hints of a strong-willed and straight forward individual.

Space - the distance a person keeps while talking is a good indication of his or her openness and sociability. We all have a "comfort space" that we like to keep around us. For example, if someone stands too closely when speaking, invading that space, it is often interpreted as a hostile and forceful communication.

How can this information help you in working as a community leader?

Trainer: Now, students have an opportunity to practice their telephone presentation skills. Facilitate the Phone Call activity.

Facilitation Instructions: Phone Call Activity
Purpose: This activity is intended to provide students with an opportunity to practice and evaluate their telephone presentation skills.
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils*
- *Props as necessary*

*Time Recommendations: Allow **25 minutes** for this activity (10 minutes for part one, 10 minutes for part two, and 5 minutes for debrief discussion questions.*
Method:
The Phone Call activity is simple. Four or five students volunteer to take seats at the front of the room.
Part One
The trainer demonstrates how to leave a proper voicemail message 1) Speak clearly and loud enough to be heard, 2) give you name and contact information at the beginning and again at the end of the message, and 3) provide a clear, concise reason for your call. Then, the students take turns responding to "rings" from the trainer.
Part Two
The trainer demonstrates how to make a program marketing call, students role play as community leaders while the trainer makes a call to the "leader" to give information about our program. Trainers emphasize that business calls need to be professional and respectful 1) Speak clearly and loud enough to be heard, 2) introduce yourself properly with your name and title and why you have called and address the leader by name 3) thank the leader for taking time for your call, and 4) offer to send program information at the leader's request – be sure to get the leader's contact information if necessary. Then, the students take turns "calling" the trainer – who role plays a community leader in the students' community.

1. *What did you learn about yourself and each others in this activity?*
2. *How can you use this information to help you achieve your leadership goals?*

Phone Call Activity

When you meet with leaders in your community to discuss your American Indian youth-focused public safety program, remember to honor the leader's time by being on time for the appointment, being dressed appropriately, and by greeting the leaders and introducing yourself in a way that respects both yourself and the community leader.

Trainer: Provide examples from your personal life on professionalism in business. Facilitate the Professional Presentation Activity. Inform students that for this activity, the class will be evaluating the presenting team based on the following:

Public Speaking:
- *Introduce yourself*
- *Speak appropriately for your target audience*
- *Speak clearly and loud enough to be heard*
- *Maintain eye contact*
- *Don't look at the screen – don't read off the screen*
- *Give off confidence and enthusiasm – don't bore your audience*
- *Use appropriate gestures*
- *Avoid distracting habits (uhmms, playing with papers, etc.)*

PowerPoint:
- *Clear and Interesting slides*
- *Include pictures, tables, graphs, or graphics as appropriate*
- *Uncluttered slides - Not too much text on a slide*
- *Slides match the oral presentation*

Content:
- *Introduce your team*
- *Interesting opening – attention grabber (quote, fact, or anecdote)*
- *Explain your program in three main points that follow a logical progression*
- *Tell why the program is needed*
- *Explain how this program can benefit your community*
- *Explain how this program addresses the unique culture, customs, values, and traditions of your community*

<u>*Facilitation Instructions*</u>*: **Program Presentation activity***
<u>*Purpose:*</u>* This activity is intended to provide students with an opportunity to practice their presentation development and delivery skills.*
<u>*Materials:*</u>
- *Participant Manual*
- *Pens/ Pencils*
- *Props as necessary*
- *Access to PowerPoint software and computer*
- *LCD projector*

<u>*Time Recommendations:*</u>* Allow **75 minutes** for this activity (5 minutes for instructions, 30 minutes for teams to develop their PowerPoint presentation, 30 minutes for teams to present, and 10 minutes for debrief discussion questions.*
<u>*Method:*</u>
1.   Students work in their learning teams to develop a presentation on the American Indian youth-focused program (utilizing the "my presentation" outline in their workbook).
2. Students work in their learning team to develop a PowerPoint slide show that supports their presentation
3. As a team, students deliver their presentation for the whole class. Students first identify the target audience for their presentation (youth, community leaders, school officials, Tribal elders, etc.)
4. Students provide feedback on the presenting teams ideas, PowerPoint, and public speaking skills
<u>*Debrief Questions:*</u>
*1. **What did you learn about yourself and each others in this activity?***
*2. **How can you use this information to help you achieve your leadership goals?***

Professional Presentations Activity (_direct students to page 10 of their Problem Solving Workbook to complete the Program Presentation step. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Program Presentation process._

Introduction

Point 1

Point 2

Point 3

Closing

Session 9 Wrap-Up

Trainer: *Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.*

Can you…

9-1 Create an oral presentation outline for this program
9-2 Create a PowerPoint presentation,
9-3 Deliver an oral presentation with accompanying PowerPoint slides that incorporates elements of leadership and American Indian culture in addressing the identified public safety problem

Session 10 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this session, students will draw upon all that they have learned in this program to begin the development for addressing the identified public safety problem in their communities – with an emphasis on reaching American Indian youth.   Students will work individually and in learning teams to create a program plan outline (they will further develop the program in future sessions). Students will work with the support of project personnel and subject matter experts to create a program planning worksheet that outlines course goals, terminal and enabling learning objectives, assessment strategies, and delivery ideas. In-class presentations will provide an opportunity for students to demonstrate their internalization and level of learning in this project.

Terminal Learning Objectives (TLO)

To provide students an opportunity to apply their skills to develop a program to address the identified public safety program.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
 10-1   Create a program overview – including course goals and objectives – for the course designed to address the identified public safety problem.
 10-2   Present and defend their team's program proposal
 10-3   Discuss and identify the best ideas from each learning team to create consensus on course goals and objective for the course designed to address the identified public safety problem

Resources

- Participant Manual (one per participant)
- Pens/pencils

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Instructor's Note:

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Session 10 – How I will develop a program

Trainer: *In this session, students will be provided an opportunity to work within their learning teams to develop an outline for their program. Working in their learning teams, with the entire class, and the project staff, students spend the bulk of the session completing the Program Development Activity. After a quick overview, the Personal Story sets the tone for this session's activity.*

Session 10 Overview

Overview: In this session, students will draw upon all that they have learned in this program to begin the development for addressing the identified public safety problem in their communities –with an emphasis on reaching American Indian youth.   Students will work individually and, in learning teams, to create a project plan outline (they will further develop the program in future sessions. Students will work with the support of project personnel and subject matter experts to create a program planning worksheet that outlines course goals, terminal and enabling learning objectives, assessment strategies, and delivery ideas. In-class presentations will provide an opportunity for students to demonstrate their internalization and level of learning in this project.

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address identified public safety problems. To accomplish this, a American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

Facilitation Instructions: Personal Story
Purpose: Ideally, the personal story should include how this person addressed identified public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. The goal is to inspire students to see the value in working at the community level to address the identified public safety problem – or any other public safety or community wellness program. Speakers should encourage students to develop a an appreciation for how their culture approaches working within the community to solve problems.
Resources Needed:
     Depending on the presenter
*Time Recommendations: Allow **15 minutes** for this activity (10 minutes for the story and 5 minutes for questions and answers.*
Method:
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.
When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.
Debrief Questions: What are some of the problems in your communities? How can you use your leadership and presentation skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.

 PERSONAL STORY

Trainer: Facilitate the Program Development Activity.

*Facilitation Instructions: **Program Development activity***
Purpose: This activity is intended to help students draw upon the knowledge, skills, and ideas they have developed in this project to create a program to address the identified public safety problem. This activity will help students identify course goals, learning objectives (topics) and activities which will be compiled by project staff into a program's curriculum.
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils*

*Time Recommendations: Allow **2 1/2 hour** for this activity (5 minutes for instructions, 40 minutes each for steps 1, 2, and 3, and 25 minutes for step four and debrief discussion questions.*
Method:
1. *Students work in their learning team to complete Step One of the worksheet*
2. *Students teams are merged into creating two large groups*
3. *Each large group discusses the ideas generated by its members in Step One.*
4. *One scribe from each large group records group best ideas in Step Two*
5. *Each large group presents their program planning ideas*
6. *Groups provide feedback and discuss which ideas will work best*
7. *As students discuss their ideas, the trainer records their ideas on chart paper.*
8. *Students vote of which ideas will work best for the program*
Debrief Questions:
1. ***What did you learn about yourself and each others in this activity?***
2. ***How can you use this information to help you achieve your leadership goals?***

Program Development Activity *(direct students to pages 11-16 of their Problem Solving Workbook to complete the Program Development step. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Program Development process.*

Objective One – Action Steps	
Objective:	
Topics:	
Outcome:	
Activities	**Resources/Partnerships**
Date Due:	**Responsibility:**

Objective One – Action Step 1	
Timetable:	**Responsibility:**
Objective One – Action Step 2	
Timetable:	**Responsibility:**
Objective One – Action Step 3	
Timetable:	**Responsibility:**
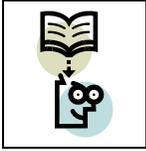
Check Yourself

Session 10 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart questions and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…

10-1   Create a program overview – including course goals and objectives – for the course designed to address the identified public safety problem

10-2   Present and defend their team's program proposal

10-3   Discuss and identify the best ideas from each learning team to create consensus on course goals and objective for the course designed to address the identified public safety problem

Instructor's Note:

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Session 11 – Administration Page

Duration

180 Minutes (3 hours)

Scope Statement

In this class, students will create a conference presentation outline and schedule for individual and/or team presentations regarding their work in this project, which will be presented in Session 12. Students will work with their learning team, their classmates, and project staff to integrate marketing strategies for the program that they have developed in this project. Students will continue to work with the support of project personnel and subject matter experts to create a marketing strategy for the implementation of the program in their unique tribal communities.

Terminal Learning Objectives (TLO)

To provide students an opportunity to develop presentation marketing strategies for the program they developed to address the identified public safety problem.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
  11-1   Create a marketing/program overview conference presentation strategy
  11-2   Identify target audiences for a marketing campaign
  11-3   Defend the importance of addressing the identified public safety problem at the tribal community level

Resources

- Participant Manual (one per participant)
- Pens/pencils

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 11 – How I will market a program

Trainer: The development of conference presentation outline activity will take up this entire session – except for the overview, personal story, and session wrap-up.

Session 11 Overview

In this class, students will create a conference presentation outline and schedule for individual and/or team presentations regarding their work in this project, which will be presented in Session 12. Students will work with their learning team, their classmates, and project staff to integrate marketing strategies for the program that they have developed in this project. Students will continue to work with the support of project personnel and subject matter experts to create a marketing strategy for the implementation of the program in their unique tribal communities.

Trainer: One of the strengths of this training is that the youth of the community work with the established community leaders to address the identified public safety problem. To accomplish this, an American Indian community leader is asked to share their Personal Story with the students. The Personal Story should be presented in an informal story-line format and emphasize the importance of personal choice, self-esteem, self-respect, and cultural pride in developing leadership skills to better their life.

<u>Facilitation Instructions</u>: Personal Story
<u>Purpose:</u> Ideally, the personal story should include how this person addressed the identified public safety problem in their life or in the life of a loved one. Stories should include how this person has applied leadership skills, including personal and interpersonal relationship skills, to better their life and their community. <u>The goal is to inspire students to see the value in working at the community level to address identified public safety problem – or any other public safety or community wellness program. Speakers should encourage students to develop a an appreciation for how their culture approaches working within the community to solve problems .</u>
<u>Resources Needed</u>:
- *Depending on the presenter*
*<u>Time Recommendations:</u> Allow **15 minutes** for this activity (10 minutes for the story and 5 minutes for questions and answers.*
<u>Method:</u>
Share within your story the following: Your background and where you came from, your personal reasons for presenting this program, why you are passionate about this subject and why this is important to you? Explain how your own decisions or the

decisions of someone you know affected your life or the lives of those around you regarding the subjects you are going to be addressing.

When concluding your story make it clear that this is only your story and your experiences and that you do not claim to know or understand about the students' lives and experiences but you are excited to get the chance to learn from one another. (Even if we disagree we can still learn from each other) At this time tell them you want to hear from them.

Debrief Questions: *What are some of the problems in your communities? How can you use your leadership and presentation skills to address the identified public safety problem in your community? Would anyone like to share personal stories? Be sure to tell the students that they do not need to disclose personal information or give real names, so that they can keep the privacy for those involved.*

PERSONAL STORY

Trainer*: Facilitate the Conference Presentation Outline Activity.*

Facilitation Instructions: **Conference Presentation Outline activity**
Purpose: *This activity is intended to help students create and practice individual and team conference presentations that will be delivered in Session 12*
Resources Needed:
- *Participant Manual*
- *Pens/ Pencils*

Time Recommendations: *Allow **2 hours** for this activity (5 minutes for instructions, 45 minutes for each student- or team of students - to choose their presentation topic and develop a presentation outline worksheet. 45 minutes for each presentation to practice deliver, and 25 minutes for feedback and debrief discussion questions.*

Method:
1. *Students choose whether to present individually or as part of a team*
2. *Students choose a topic – aspect of the project – to present*
3. *Students create a conference presentation outline worksheet*
4. *Students practice their presentations*
5. *Student/student teams take turn presenting and getting feedback from the class*

Debrief Questions:
1. ***What did you learn about yourself and each others in this activity?***
2. ***How can you use this information to help you achieve your leadership goals?***

Conference Presentation Outline Activity *(direct students to page 17 of their Problem Solving Workbook to complete the outline. Instruct them to build upon their previously created Program Presentation (page10) and their newly created Objectives (pages 11-16). Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Conference Presentation Outline process.*

Introduction

Point 1

Point 2

Point 3

Closing

Session 11 Wrap-Up

***Trainer:** Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart responses and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.*

Can you…
11-1   Create a marketing/program overview conference presentation strategy
11-2   Identify target audiences for marketing campaign
11-3   Defend the importance of addressing the identified public safety problem at the tribal community level

Session 12 – Administration Page

Duration

180+ Minutes (3+ hours)

Scope Statement

In this session, students have an opportunity to work as a class (team) to deliver a conference presentation on the project. Students draw upon the skills and information they have developed in this course and their unique creativity.

Terminal Learning Objectives (TLO)

To provide students an opportunity to demonstrate their internalization and level of learning in this project for the development and delivery of the public safety program created to address the identified public safety problem.

Enabling Learning Objectives (ELO)

At the conclusion of the session, students will be able to:
 12-1   Present and support their program developed to address the identified public safety
            problem
 12-2   Provide evaluation feedback on the overall success of this program

Resources

- PowerPoint access
- LCD Projector
- Microphones
- Props – as necessary
- Conference/assembly opportunity

Instructor to Participant Ratio

1:12

Assessment Strategy

Students will assess their learning as they answer the "Wrap-Up" questions at the end of each session.

Session 12 – How I will lead a program

Session 12 Overview

In this session, students have an opportunity to work as a class (team) to deliver a conference presentation on the project. Students draw upon the skills and information they have developed in this course and their unique creativity.

Trainer: Work with students to facilitate a 2 hour project completion conference (school assembly or other available format), based on the presentation outline students created and practiced in Session 11. Students should be actively involved in setting up the conference, in presenting the material, in cleaning up after the conference, and in whole-class debrief. In the debrief, encourage students to identify their successes in the presentation and in the entire project.

Conference Presentation

Trainer: After presenting, it is important for students to assess their work and determine a maintenance strategy. Direct students to pages 18 and 19 of their Problem Solving Workbook to complete the Assessment and Maintenance steps. Refer to Appendix B "Problem Solving Workbook Response Example" for an example of the Assessment and Maintenance process.

Session 12 Wrap-Up

Trainer: Ask students to share their insights with what they have worked on thus far in the course. Allow students to share questions and/or problems. Chart responses and assure students that if they don't have the answers they're looking for by the end of the course, we will provide them with resource information that can help them find the answers.

Can you…

12-1   Present and support their program developed to address the identified public safety problem

12-2   Provide evaluation feedback on the overall success of this program

Appendix A - Writer's Checklist

Using visuals in a presentation

- Use text sparingly in visuals (Use bullets or numbers when sequence is important).
- Limit bulleted or number items to 5 or 6 per visual. Do not clutter the visual and keep font large enough to read.
- Make your visual consistent in type style, size and spacing
- Use a type size visible to members of the audience in the back of the room.
- Use graphs and charts to show data trends. Use only one or two illustrations per visual to avoid clutter and confusion.
- Make contrast between your text and the background sharp. Use light backgrounds with dark lettering and avoid textured or decorated backgrounds.
- Use no more than 12 visuals per presentation. Any more will tax the audience's concentration.
- Match you delivery of the content to your visuals. Do not put one set of words or images on the screen and talk about the previous visual or, even worse, the next one.
- Do not read the text on you visuals word for word. Your audience can read the visuals; they look to you to explain the key points in detail.

Delivering a Presentation

Practice: Once you have familiarized yourself with the sequence of materials, notes, visuals, and major topics then you are ready to practice the presentation yourself. During your practice you should try and practice in the room where you are going to give the presentation. Practicing in the presentation room allows you to get comfortable with the lighting, spacing, sound, electrical outlets, and seating arrangement.

It is also important to practice out loud. Practicing outloud helps with understanding speed and timing of your presentation. It also allows you to practice your transitions between topics without using verbal "tics" such as "um", "you know" and "like".

Practicing with your visuals and text will help the presentation run more smoothly. Integrating the visuals into you practice will help navigate and feel comfortable with the equipment. If you are going have some else advance slides of an electronic presentation it is important that they practice with you. Practicing will not ensure that technology will not fail but if something does go wrong it will give you the confidence and poise to work through the problems.

Delivery Techniques that Work

The delivery of a presentation is both audible and visual. In addition to your words and message, your nonverbal communication affects your audience. If you want listeners to stay focus during your presentation you must be animated and show enthusiasm and be real. Don't be so animated that the presentation seems fake or insincere.

Nonverbal Message Techniques

Making Eye Contact- Establish eye contact this individuals in various parts of the room. This will build rapport and give you cues about how to conduct the presentation. If people look board you may need to speed things up or slow down the pace of the presentation.

Movement-Physical movement helps animate the presentation.

Gestures- Gestures both animate you presentation and help communicate you message.

Voice- Voice fluctuation can be an effective tool in communicating you sincerity, enthusiasm, and command or your topic

Projection- Most speakers think they are talking louder then they are. Remember your presentation is ineffective if you audience can't hear you.

Pace – If your presentation is to fast your words may run together making it difficult for people to understanding but if it is to slow then your audience may become impatient and distracted.

Presentation Checklist

- Practice you presentation with visuals; practice in front of listeners, if possible.
- Visit the location of the presentation ahead of time to familiarize yourself with the surroundings.
- Prepare a set of notes that will tiger your memory during the presentation
- Make as much eve contact as possible with your audience to establish rapport and maximize opportunities for audience feedback.
- Animate your delivery by integrating movement, gestures, and vocal inflection into your presentation. However, keep your movements and speech patterns natural.
- Speak loudly and slowly enough to be heard and understood.
- Do not read the text on you visuals word for word; explain the key points and details.

Appendix B - Problem Solving Workbook Response Example

Problem Solving Worksheets – (Student's Copy)

What are some public safety problems found in your community?

Alcohol, drunk driving, littering, graffiti, drugs, gangs

Describe the public safety problem your team is going to address throughout the course, what factors contribute to the problem, and why the problem is significant.

Teen drunk driving – people drinking too much and getting in vehicle, drinking while driving, not realizing how drunk one is, peer pressure, only one with license,

Significance – drunk drivers are injuring / killing themselves and others, putting others

at risk,

TEAM NAME: LADD

TEAM MOTTO: Leaders Against Drunk Driving

STEP ONE – Program Learning Issues

Who is involved in your identified public safety problem?, Why?

Teens, parents, visitors from other communities,

Peer pressure, learn from parents, addicted to alcohol,

What are some initial thoughts about steps you could take to solve your problems?

Have bigger punishments for getting caught, educate teens on consequences of

drunk driving, have injured people from drunk driving accident speak to teens

What are some of the effects the identified public safety problem has on a community?

Drunk drivers are injuring/killing themselves and others and simply putting others

at a potential risk

Why is a program for the identified public safety problem necessary?

So teens become aware of the dangers of drunk driving – these teens could potentially

educate other teens about the dangers

What partners will we need to have in order to help us with the identified public safety problem?

Tribal Leaders, schools, other drunk driving programs in area, parents of teens or parents

who have been affected by drunk driving, alcoholics anonymous,

List the different special needs groups you have in your community?

Elderly, babies, toddlers, handicapped,

How might your identified public safety problem affect your special needs populations?

Drunk driving may injure the special needs groups as they have less reaction time

What resources are currently available to assist your special needs population? Are they adequate to meet the potential demands of your identified public safety problem?

There are no resources currently available – this is something needing to be worked on

Scanning
Define the problem: (be specific) A large number of teens are drinking and getting behind the wheel – drunk driving accidents have increased over the past few years and close to a quarter of the accidents involved teens' drunk driving
How did the problem come to your attention: There has been a lot of discussion about the increase in teen drunk drivers – some of the teens we know through school. A friend's friend was killed last year due to a teen drunk driver

Identify Stakeholders – Who is affected by this problem?		
Victims	**Suspects**	**Locations**
Passengers in vehicle with drunk driver, pedestrians, licensed drivers in area	Teens who aren't provided enough parental control, teens with alcoholic parents, teens with friends that drink, licensed teen drivers	Out in the country where there aren't many homes, throughout city
Third Party Stakeholders (Guardians/Mgmt. over Victims, Suspects, & Stakeholders)		
Police officers, parents, teachers, friends	Parents, friends, schools/police for not teaching proper awareness of drunk driving	Police officers, road department, neighborhood watch

Analysis	
Determine the questions that you have for each individual or group that is affected by this problem. **What specific source would you go to for the answer?** **Gather information** to answer your questions.	
Questions	**Answers**
Victims: Who is drunk driving? Who is allowing the drunk driving? Who is in vehicle with drunk driver?	 Teens Friends, family members, community Friends, family members
Suspects: Why are you drunk driving? Why are you drinking? Why are you putting others in danger?	 Only way to get home after a party Enjoys alcohol and getting drunk Is a good drunk driver – very safe
Location/Managers: What have you done to try and curb the drunk driving? Have you put additional patrol in areas where drunk driving is occurring most? Why is drunk driving so prevalent in your area?	 Talked to students at school about problem Didn't plan enough in budget for additional patrol Parents are alcoholics, not enough patrol officers, not enough punishment for being caught driving drunk

Responses
Establish goals of problem-solving efforts
What are you trying to accomplish on your NEW understanding of the problem?
Short Term: Create awareness in the tribe regarding the problems surrounding teen drunk driving by going to schools and holding tribal meetings
Long Term: Attempt to eliminate teen drunk driving

Action Plan	
What Strategies are you going to apply to solve this problem?	**What resources are needed? Who will implement your strategies (partnerships)?**
Strategies	**Resources/Partnerships**
Engineering (Victims): Warn people about getting in a car when the driver is drunk Have tribal community on lookout for drunk driving and immediately report any suspicious activity	Hold programs at schools and community gathering places re: drunk driving Ask tribe for their participation in reporting any drunk driving they see in their area
Education (Suspects): Harsher punishments for drunk driving Educate teens about the consequences of drunk driving Talk to parents about the problems associated with drunk driving	Get approval from tribe for harsher punishments Create training programs at schools using police officials and teens Hold community meetings to educate parents about the dangers of teen drunk driving
Enforcement (Locations): Have more patrolling in areas affected by drunk driving	Gain community support for additional patrolling – raise monies to take burden off police department

STEP TWO – Program Planning

What is important to include in the identified public safety prevention program?

Statistics regarding how many teens are found drunk driving, how many people have been

killed and/or injured from a drunk driver – including passengers of the drunk driving vehicle,

pedestrians, and people in other vehicles

Alternate ways for drunk teens to get to their destination without driving

Dangers of drunk driving – bring in people who have been affected by drunk driving

What type of learning environment would work best for the program?

In a school setting or a community gathering place

How long should the program be?

The program should be a few hours and should be conducted several times a year

Who will teach the program?

Taught by chiefs and teens who are concerned with the issue – would also be a good idea to

have a person who has been affected by teen drunk driving to assist with the program

How will we present our ideas?

Creating posters that present the problems associated with teen drunk driving, create a

PowerPoint presentation that discusses the problems associated with teen drunk driving, hand

out brochures that includes statistics on drunk driving

What materials will be needed to teach the program?

A computer, paper, PowerPoint, pencil, pens, posters

Should there be lecture/activities/games/presentations?

Lecture, videos of drunk driving accidents, pictures of injured people from drunk driving

accidents, activities that include creating alternatives to drinking and/or drunk driving

Should students work individually or in teams?, Why?

Work in teams as more ideas are generated out of team work

Other ideas/thoughts/problems regarding the program?

The program should focus on teen drunk driving and maybe move into adult drunk driving

Who will be the target audience for the program?

Teens affected by drunk driving, teens concerned about drunk driving, parents, teachers,

tribal leaders, community leaders

STEP THREE – Program Presentation

Introduction

LADD is here today to bring attention to the large problem that is facing our tribe and other

tribes across the country everyday……

Point 1

There are X amount of people from our tribe alone that are/have been affected by teen drunk

driving……..

Point 2

Each year more than X amount of people from tribes across the country are affected by teen

drunk driving……

Point 3

Teen drunk driving doesn't only affect the teen that is driving drunk but, affects many more

around them including……

Closing

LADD sincerely appreciates all you of you coming to listen to our presentation today. As you

leave today, we challenge you to give back and go and make a difference by doing…….

MAKE SURE THERE IS A CALL TO ACTION IN THE CLOSING!!!

STEP FOUR – Program Development

Objective One – Action Steps

Objective:

Create posters to advertise the program

Topics:

Statistics on teen drunk driving in the tribe and in tribes across the country

Outcome:

Awareness, education

Activities	Resources/Partnerships
Design a logo for the program – research drunk driving statistics – talk to local chiefs re: drunk driving in the area – put together a poster that will grab attention re: the program including where and when it will happen	Finding a local teen artist to create logo – using a computer lab in school for researching stats – contact local police chiefs – put together a design team to design a poster
Date Due: May 15, 2011	**Responsibility:** Michelle May

Objective One – Action Step 1
Find a local teen artist to create logo and have logo created

Timetable: April 1, 2011	**Responsibility:** Tim Garbon

Objective One – Action Step 2
Research teen drunk driving stats in a computer lab

Timetable: April 1, 2011	**Responsibility:** Tanya Current

Objective One – Action Step 3
Talk to local chiefs regarding teen drunk driving in the area

Timetable: April 15, 2011	**Responsibility:** Clear Water

Objective One – Action Step 4
Put together a design team to design an eye catching poster with logo, stats, location, and time of first teen drunk driving program

Timetable: April 30, 2011	**Responsibility:** Clear Water

STEP THREE – Program Development

Objective Two – Action Steps

Objective:

Educate Tribe members – encourage participation

Topics:

Information obtained from poster design process

Outcome:

Awareness, education

Activities	Resources/Partnerships
Locate a local sponsor willing to help cut costs of printing poster – distribute poster throughout area – network throughout tribe re: program	Find a local print shop of other business to help defer costs of printing – put together a poster distribution team and distribute posters – have team also network to create hype re: program
Date Due: June 30, 2011	**Responsibility:** Clear Water

Objective Two – Action Step 1

Find a local print shop, business, or person who is willing to help defer cost of printing posters – have posters printed

Timetable: May 30, 2011	**Responsibility:** Tim Garbon

Objective Two – Action Step 2

Put together a poster distribution team – distribute posters

Timetable: May 15, 2011	**Responsibility:** Tim Garbon

Objective Two – Action Step 3

Network across town – create hype about program

Timetable: May 30, 2011	**Responsibility:** Michelle May

Objective Three – Action Steps

Objective:

Create PowerPoint Presentation re: teen drunk driving issues, stats, videos, etc.

Topics:

Include more teen drunk driving stats, issues re: drunk driving, add videos/pictures of accidents or people involved in such accidents

Outcome:

Awareness, Education

Activities	Resources/Partnerships
Research teen drunk driving problems in tribe and other tribes – find videos/pictures of accidents	Internet will be used for research – computer labs or use of computers will be required to complete task
Date Due: June 20, 2011	**Responsibility:** Tanya Current

Objective Three – Action Step 1	
Research Internet for information re: teen drunk driving, ask police chiefs for information, find videos/pictures to be used in presentation	
Timetable: April 30, 2011	**Responsibility:** Matt Smart
Objective Three – Action Step 2	
Create PowerPoint presentation with all materials found during research process	
Timetable: June 15, 2011	**Responsibility:** Matt Smart, Clear Water, Tim Garbon

STEP FIVE – Conference Presentation

Introduction

Have each team member introduce themselves (use three hats and a passion), then go into detail about LADD: LADD is here today to bring attention to the large problem that is facing our tribe and other tribes across the country everyday……

Hand out any materials created for presentation prior to beginning the introduction

Point 1

Begin utilizing the tools used to put presentation together, ie PowerPoint, chart paper, etc. and then deliver Point 1There are X amount of people from our tribe alone that are/have been affected by teen drunk driving……..

Point 2

Rotate team members so each person is allowed a chance to tell their story/share their point

Each year more than X amount of people from tribes across the country are affected by teen drunk driving……

Point 3

Make sure the last point is the strongest – we want people leaving with a very key point. Teen drunk driving doesn't only affect the teen that is driving drunk but, affects many more around them including……

Closing

LADD sincerely appreciates all you of you coming to listen to our presentation today. As you leave today, we challenge you to give back and go and make a difference by doing…….

MAKE SURE THERE IS A CALL TO ACTION IN THE CLOSING!!!

Allow 5-10 minutes for a question and answer period at the end

STEP SIX - Assessment

How can you assess the effectiveness of your program? Did you:

1. Eliminate the problem?

No – but created awareness of the problem

2. Reduce the problem?

It is too early to tell if the program helped reduced the problem – will have to do follow-

up in the coming months

3. Reduce the harm or fear associated with the problem?

Yes and no – by educating people regarding the problem, they are more aware of what

to look out for and will hopefully avoid dangerous situations, therefore semi-reducing

fear of the problem

4. Redefine the responsibility for the problem?

More responsibility has been given toward the parents and friends of teen drunk drivers – they

are key to helping curb and/or eliminate the problem throughout the tribe. We educated them

about the problem & showed them ways alleviate the problem, now it's their responsibility to do

something about it

What specific measures did you use to know that you had achieved your goals?

Based on the number of accidents that are occurring in the area following the training – we

can determine if we met out goals in the months to come. By providing follow-up training to

see how much/what community members have done to help support the elimination of teen

drunk driving, will be a good way to determine how many people our program has reached and

affected

STEP SEVEN - Maintenance

**What are you doing to ensure the problem does not return?**

As mentioned above – it will be key for us to do follow-up trainings to make sure the message

re: teen drunk driving has reached most, if not all, tribe members and to also make sure that

we provide continuing trainings two to three times a year in order to keep the issue fresh in

everyone's mind and to show them where our work paid off and what we can continue doing to

make sure our work is paid off even more. The problem more than likely will not be completely

eliminated but, we can do our part to ensure that it is decreased

Appendix C – Poster Campaign
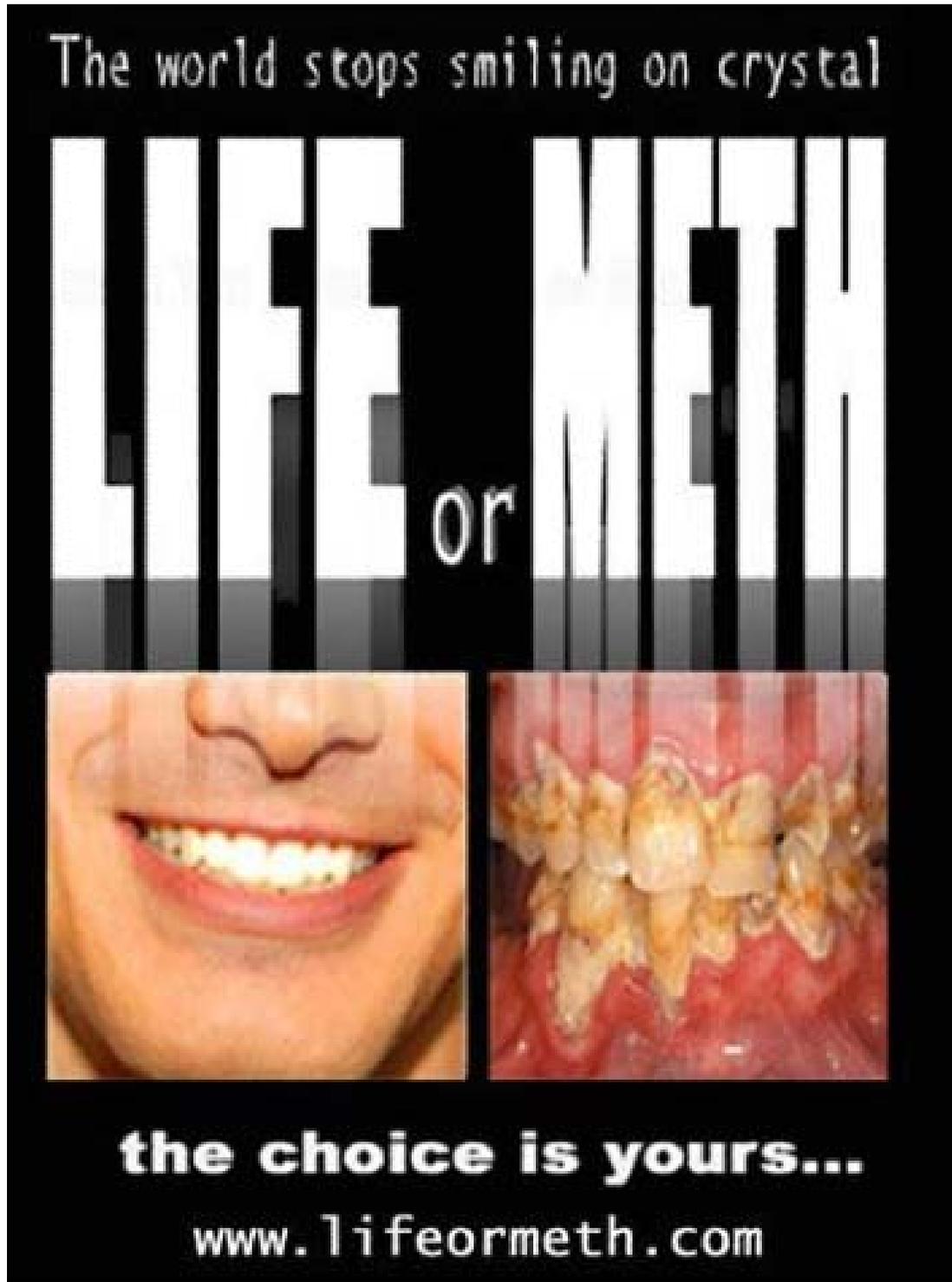
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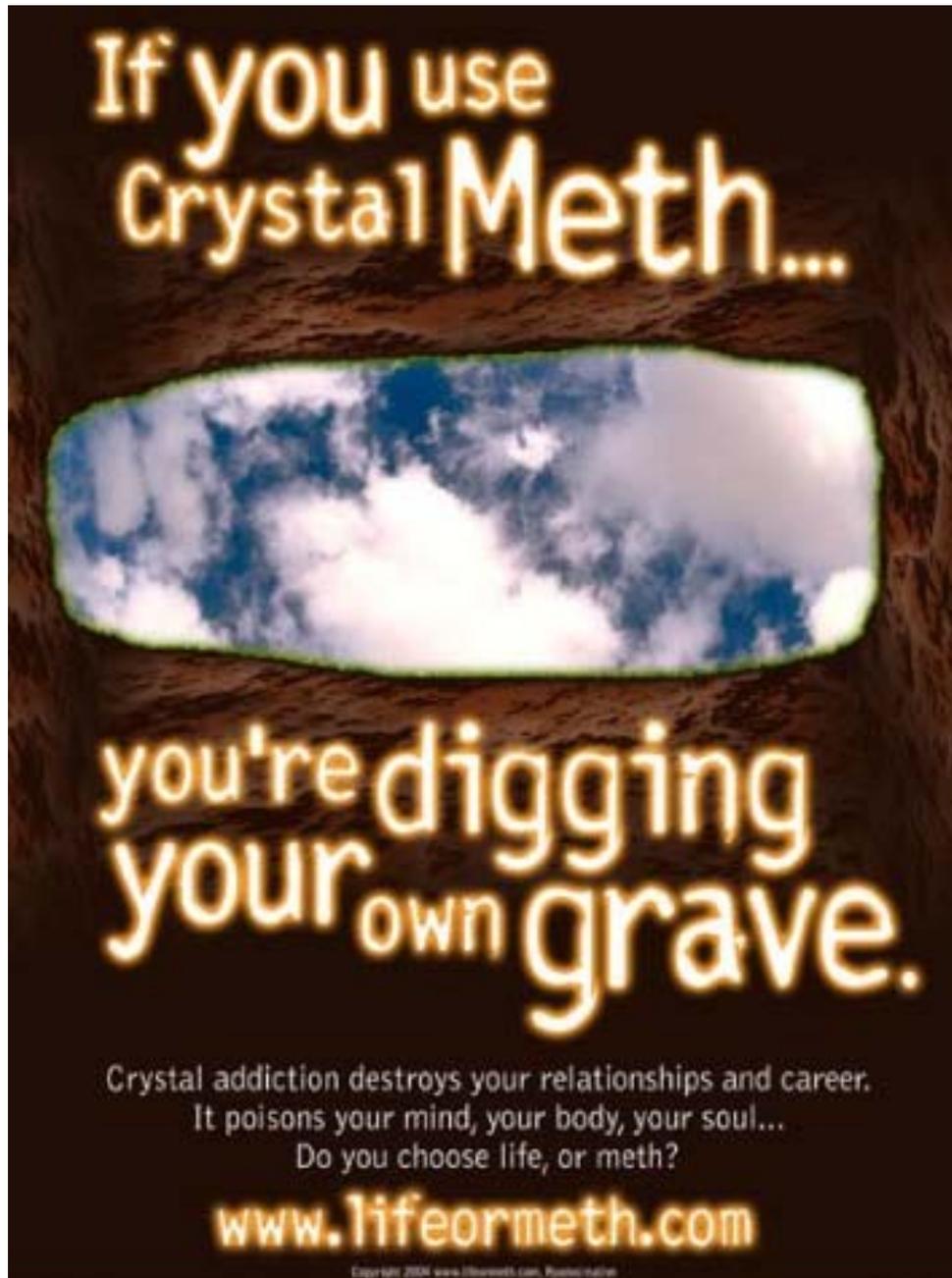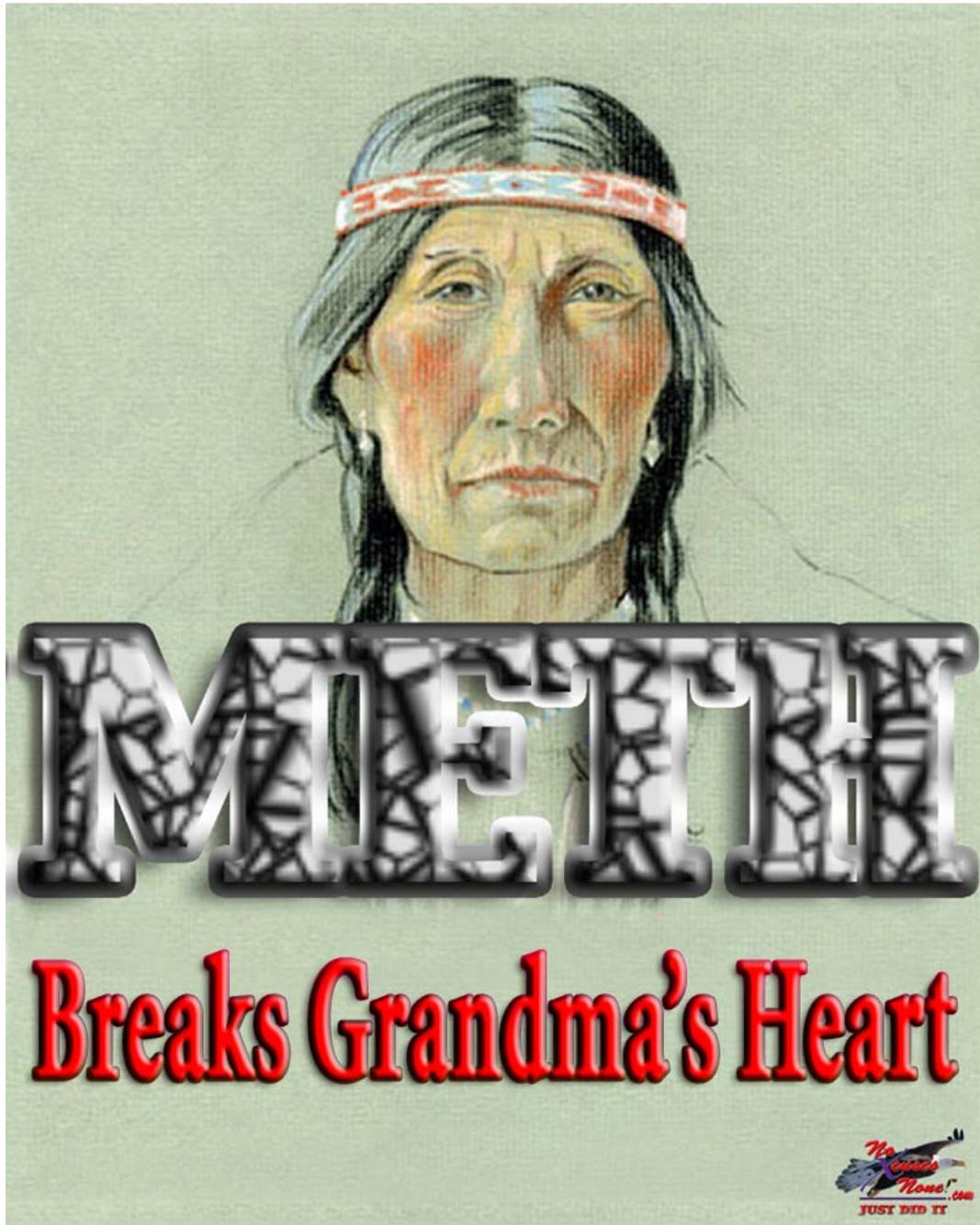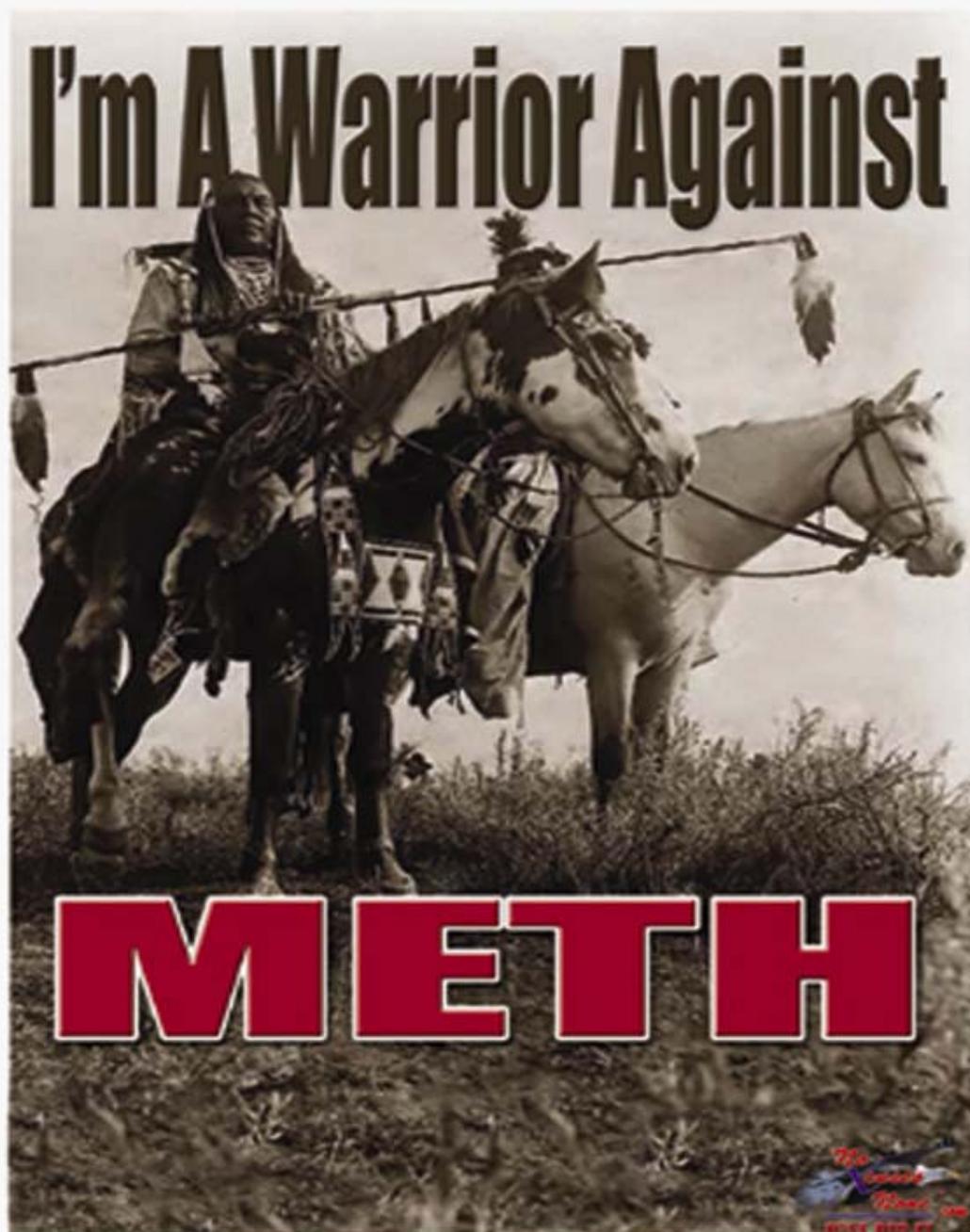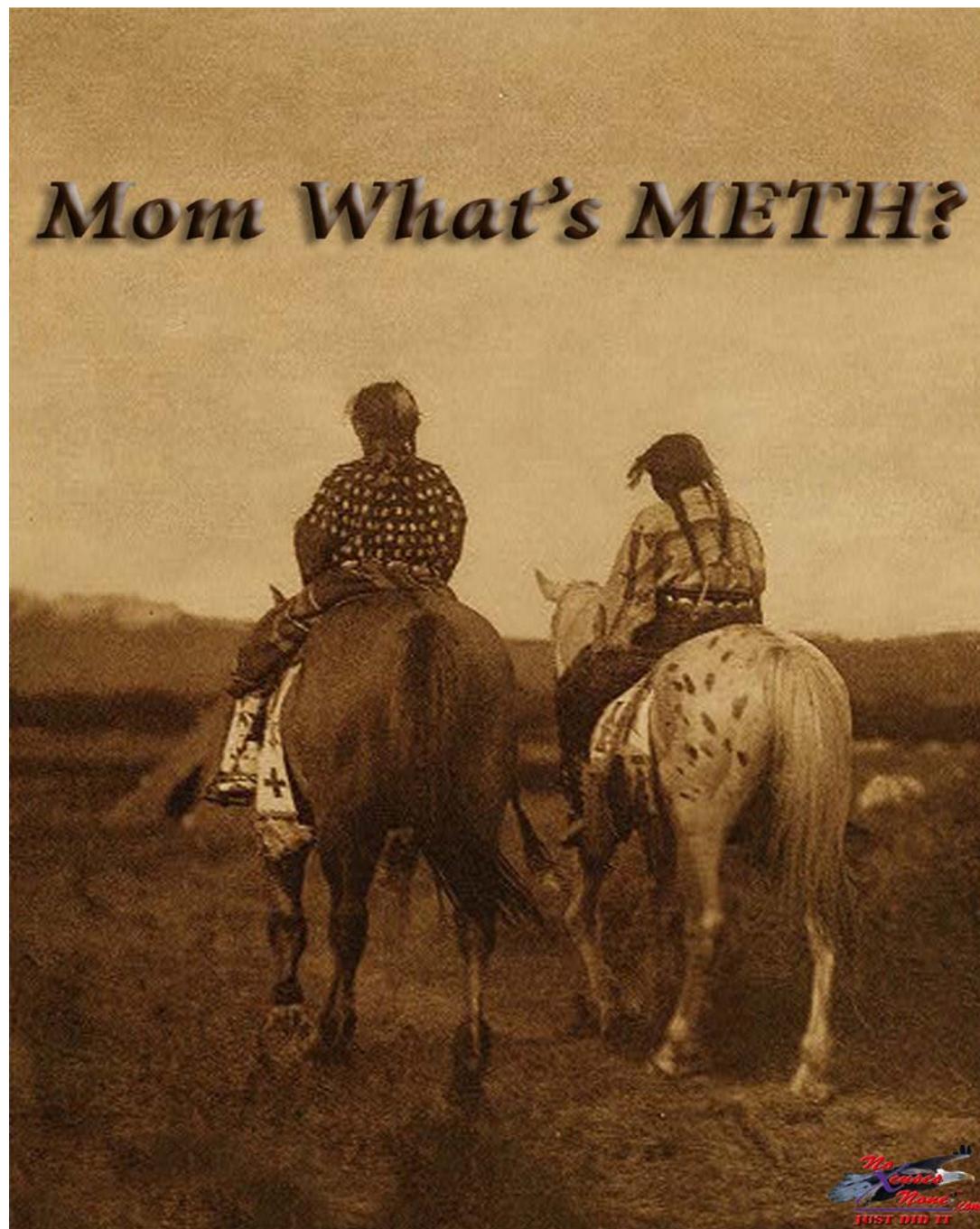
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