

Native H.O.P.E. (*Helping Our People Endure*)



Training of Facilitators (TOF) Manual

Facilitation is Shifting from being

The Sage on the Stage—

To the Guide on the Side...

A Guide to Assist Adults and Experienced Youth To Serve as Facilitators, Rovers, and Clan Leaders In Delivering the Native H.O.P.E. Curriculum

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--Facilitator’s Toolkit: Tips and Tools for Training Others
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PURPOSE

The purpose of the Native H.O.P.E. Training of Facilitators (TOF) manual is to prepare American Indian/Alaska Native/First Nations individuals to strengthen their Facilitation and Leadership skills so that they can replicate the curriculum successfully in their communities and reduce suicide among our most precious and sacred resource, our children and youth.

Goal

The overall goal of the Native H.O.P.E. Training of Facilitators (TOF) is to strengthen the capacity of American Indian/Alaska Native/First Nations teens and young adults to help each other, their families, schools, and communities by using their “Sources of Strengths,” including culture and spirituality, to break the “Code of Silence,” and unhealthy multigenerational cycles.

Outcome

The overall outcome of the Native H.O.P.E. Training of Facilitators (TOF) is to create a “Call-to-Action” among Native youth and adults from their communities to develop and implement a Strategic Action Plan that greatly reduces suicide and the contributing factors including depression, substance abuse, violence, and exposure to trauma.

Philosophy

We BELIEVE in a “Strengths” based interactive approach to suicide prevention, wellness, and leadership that incorporates Native culture, ceremony, traditions, healing and humor.

We BELIEVE in empowering Community Mobilizers, Facilitators, Clan Leaders, and Rovers because they understand their communities and are committed to serving Native Youth, families, and communities.

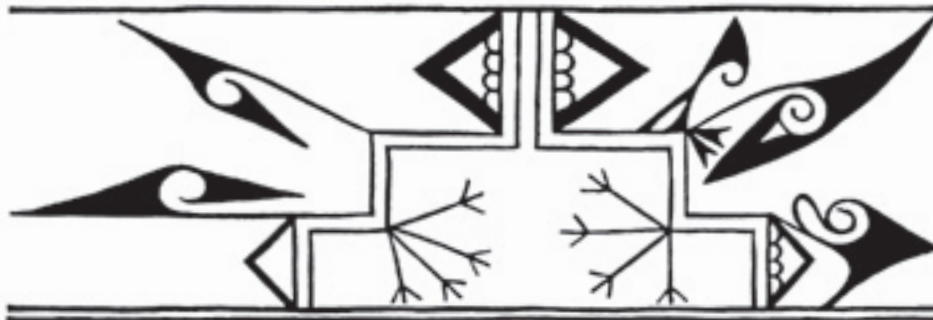


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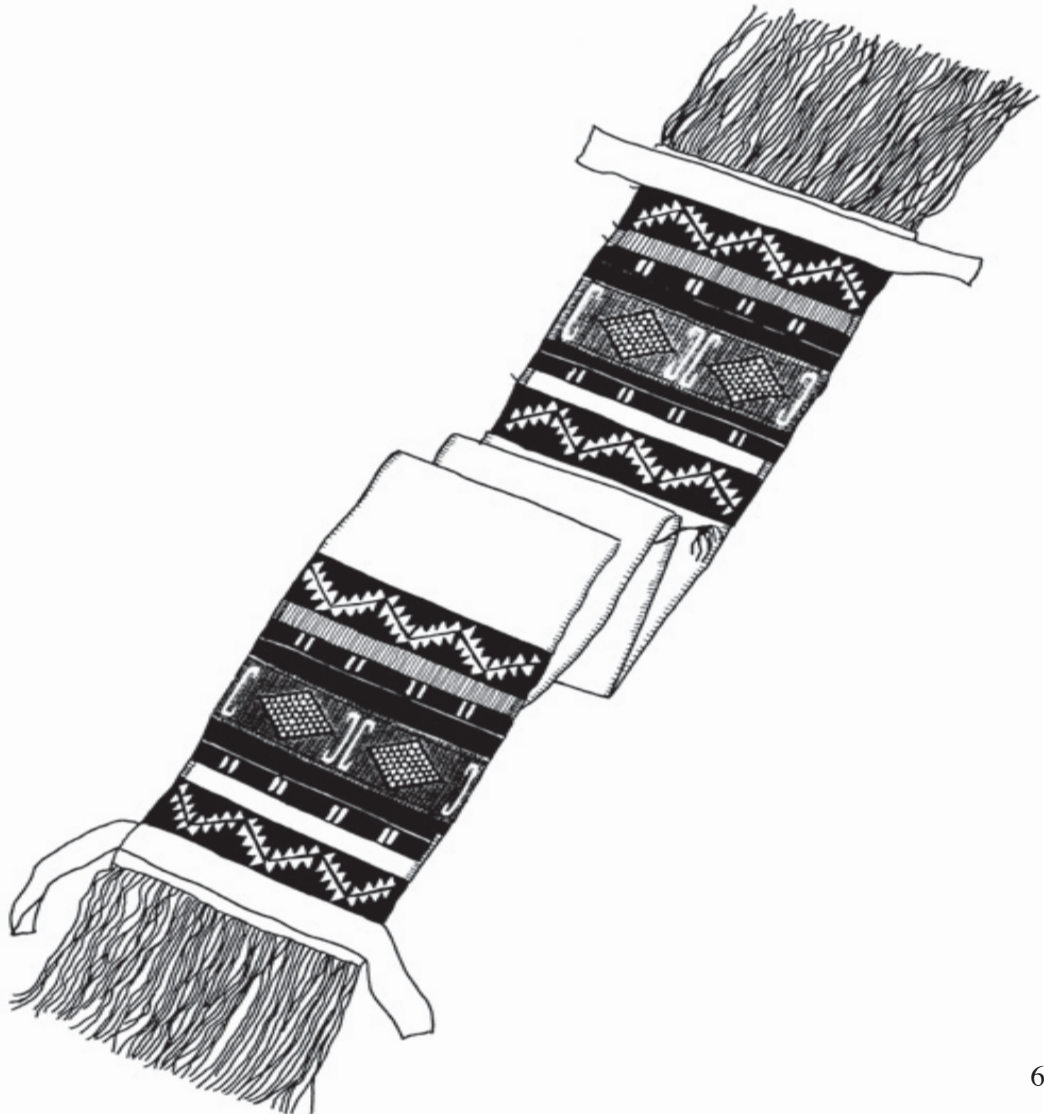
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Overview

The 2-Day Native H.O.P.E. Training of Facilitators (TOF) is designed to create a safe and sacred place for adults and experienced youth from a community to mobilize as a healthy team, increase facilitation skills, and prepare to successfully deliver the Native H.O.P.E. curriculum to a group of youth from their community. During the two days, the participants will experience the same process in a condensed version that the youth participants will complete in three days. They will become aware of their roles and responsibilities as a Facilitator, Rover, and/or Clan Leader. They will strengthen their skills in facilitation, group process, and leadership development. They will become familiar with the interactive “process” of the Native H.O.P.E. curriculum and be reminded to trust that process. The participants will become a cohesive team and make commitments to support and encourage the team’s success. They will learn to accept that in addition to a Facilitator, they are a role model for the youth. The participants will learn to overcome their own fears and doubts and to put their own personal healing issues on hold during the 5-day Native H.O.P.E. curriculum process. The days are long and challenging starting with an early morning team “huddle” and a “debriefing” session at the end of each day. There may be evening activities as well, that need adult supervision and participation. The role of this team does not end after five days. The Native youth from their communities will develop a Strategic Action Plan that will need their ongoing support for success. Creating positive change in our Native communities such as breaking the “Code of Silence” and breaking unhealthy cycles within families is a challenging journey that requires a strength of will and spirit driven commitment on the part of community mobilizers. These are the individuals that will be recruited to serve on these teams. The joy of seeing the Native youth learn, grow, and heal is the reward and satisfaction of being a part of Native H.O.P.E. curriculum process.



AGENDA

Day One

8:00-9:00----Registration/Pictures/Snacks/Socializing
8:55-----Drum Call
9:00-9:30---Welcome/Blessing/Introductions/Overview
9:30-9:45---Norms and Expectations
9:45-10:30--Team/Trust Building and Clan Formation
10:30-10:45-----BREAK-----
10:40-----Drum Call
10:45-11:15-Clan Presentations
11:15-12:00-Identifying our Sources of Strength/Personal
Wellness/Commitments

12:00-1:00-----LUNCH-----

12:55-----Drum Call
1:00-1:15----Energizers
1:15-2:30---Creating Positive Change/ Breaking
Unhealthy Cycles/Commitments
2:30-2:45-----BREAK-----
2:40-----Drum Call
2:45-3:00----Energizers
3:00-3:30----Pluses/Wishes/Evaluation/Open Mic/
Announcements/Closing

Day Two

8:00-9:00----Registration/Affirmations/Snacks/Socializing
8:55-----Drum Call
9:00-9:30---Welcome/Blessing/Introductions/Overview-
Yesterday/Today
9:30-9:45----Energizers
9:45-10:30--Hostility Survey/Assertiveness Practice
10:30-10:45-----BREAK-----
10:40-----Drum Call
10:45-11:00---Energizers
11:00-11:30---Healthy Relationships/Mediation
11:30-12:00—Suicide in Indian Country

12:00-1:00-----LUNCH-----

12:55-----Drum Call
1:00-1:15----Energizers
1:15-2:00----Values Debate/Codes of Silence
2:00-2:30----“See It—Say It”- Assertive Communications
Process
2:30-2:45-----BREAK-----
2:40-----Drum Call
2:45-3:00----Making a Referral/Community Resources
3:00-3:30----Pluses/Wishes/Evaluation/Open Mic/
Announcements/Closing

Day Three

8:00-9:00----Registration/Affirmations/Snacks/Socializing
8:55-----Drum Call
9:00-9:30---Welcome/Blessing/Overview-Yesterday/
Today
9:30-9:45----Energizers
9:45-10:30—Peer- to- Peer Presentations
10:30-10:45-----BREAK-----
10:40-----Drum Call
10:45-11:00--Energizer—*Trust Fall*
11:00-12:00--Strategic Action Planning

12:00-1:00-----LUNCH-----

12:55-----Drum Call
1:00-1:15----Energizers
1:15-1:45----Finalize Strategic Action Plan
1:45-3:00----Presentation of Strategic Action Plan/Peer-
to-Peer Messages/Graduation
3:00-3:30----Pluses/Wishes/Evaluation/Open Mic/
Announcements/Closing



Community Mobilizers

The Community Mobilizers are crucial members of the successful delivery and follow-up of the Native H.O.P.E. curriculum. The Community Mobilizer may also serve as a Facilitator, Clan Leader, or Rover. The primary role of the Community Mobilizer is to coordinate the overall logistics and establish partnerships from key programs/organizations such as Tribal government, Tribal Health, Bureau of Indian Affairs, Indian Health Service, Schools, Prevention/Treatment programs, Social Services, Boys and Girl's Clubs, Law Enforcement, Spiritual/Faith Community, and other key programs. This entails coordinating a series of meetings among these various agencies and securing commitments of collaboration in the form of Tribal Resolutions, Memorandum of Understanding/Agreements, letters of commitment, and designation of personnel from their agencies to serve as team members to help the Community Mobilizer plan and deliver the Native H.O.P.E. curriculum. It has been our experience that this process takes time, flexibility, patience, and commitment to increasing the "Readiness" of the community to support prevention, wellness, and healing. Once this team is mobilized, it can continue to function to assist the implementation of the Strategic Action Plan and coordinate other prevention interventions/programs. The Community Mobilizers are persons who reside in the community, understand prevention and wellness, are a respected role model, and possess mobilization skills. They will likely be employed by one of the programs/agencies that are asked to participate in the Native H.O.P.E. curriculum delivery and follow-up. The Community Mobilizer will possess a good understanding of the level of "readiness" of the community and programs/organizations to implement change. The process of securing commitments from the various programs/organizations is an effective strategy to create the "readiness" required to successfully implement the Native H.O.P.E. curriculum.

Overview of Facilitation Skills

The Community Mobilizers, Facilitators, Clan Leaders, and Rovers are the Facilitation team that will deliver the Native H.O.P.E. (Helping Our People Endure) curriculum. They will be guided and mentored by "Master Level" trainers in the initial 5-day process. The 2-day "Training of Facilitator's" will give them the opportunity to mobilize as a team, strengthen

their Facilitation skills, and "walk-through" the 3-day Native H.O.P.E. curriculum. As they observe and assist the "Master Level" trainers, they will acquire the Facilitation skills to replicate the curriculum for other youth from their communities. They are also expected to assist the Native youth implement the "Strategic Action Plan" that is developed during the 3-day curriculum. As the Action Plan is implemented, this team will assist the youth recruit other adults and programs to collaborate in the ongoing "Booster" activities.

Facilitation in the Native H.O.P.E. curriculum is having the ability to successfully "shift from being the sage on stage-to the guide on the side." The "art" of Facilitation requires practice and a commitment to promote positive change in our Native communities. The Facilitators will need to reflect on their own personal wellness and acknowledge their status as a role model. They will strengthen their skills in public speaking, group and team process, and facilitating positive change. The Facilitators will understand the "process" of the Native H.O.P.E. curriculum and the specific "teachings" of each activity. The purpose of the "Training of Facilitator's" (TOF) is the same as for the youth: 1. Increase personal development. 2. Increase helping skills. 3. Increase leadership skills. 4. Understand strategic action planning.

Through the Native H.O.P.E. curriculum process the Facilitators will strengthen their strategies for community mobilization and empowerment. They will use this same process for other prevention and wellness interventions. They will be aware of the importance of honoring their cultural protocol(s) and incorporating their traditions, stories, ceremonies, and spirituality into the process as a "source of strength." They will understand the devastating impact of colonization, multigenerational trauma, and cultural oppression on our Native communities. They will understand the power of community-based healing and support the collaboration of the medical and mental health professionals in the process. They are Facilitating a "healing journey" for their youth, families, and communities.

Overview of Team-Trust Building

The Native H.O.P.E. curriculum is highly interactive and the team-trust building activities and energizers are based on the Adventure Based Learning Model

from Project Adventure. This process enhances self-esteem, fosters a sense of “belonging,” promotes teamwork, and teaches life skills. The activities are based on Project Adventures “ropes course” in a portable delivery process. We have “tweaked” this process by incorporating our Native culture into the activities. The model has proven to be highly effective. The principles emphasize openness and honesty; the importance of safety (both physical and emotional), and the need to work together to achieve goals. Time is taken after each activity to process “teachings” learned that can be applied to real life situations. Time will be taken during the TOF to instruct the Facilitators on each of the team-building activities and energizers. They are also included in outline form in Appendix D.

It is suggested that Facilitators enhance their team-trust building/energizers by completing a 2-3 day training on the “Portable Low Ropes Challenge” program as a separate training initiative. The Portable Low Ropes Challenge program can be purchased and/or communities can build their own “Low Ropes” course as a part of their “Strategic Action Plan.” Tribal programs can all benefit from participating in a team-building/action-planning retreat utilizing the Low Ropes program. (The portable Low Ropes can be purchased by calling “Challenge Masters Inc.” - Gil Chapa, Director: 1-800-673-0911)

It is critical in this process to ensure safety of all participants. The ground rule is “challenge by choice.” Participants are encouraged to engage in these activities as a part of the overall norms established. However, if they are physically challenged and/or injured, they are given the option to pass and support their Clan or large circle from the sideline.

Logistics

The Community Mobilizer will coordinate and designate someone to be responsible for all the logistics. This takes time and collaboration among the various organizations/programs. Following is a list of logistics:

1. **Facility**—gym or community center (space needed for interactive process).
2. **Chairs/Tables**—a folding chair for each participant and a table for each clan.
3. **Facilitation team:** Facilitators/Clan leaders/

Rovers/Clerical support.

The Facilitators are persons who are interested in learning the process from the “Master Trainers” and replicating the curriculum. The Clan Leaders are responsible for a team of youth (5-10) during the training. The Rovers are their own team of health professionals and spiritual leaders. The clerical support are individuals who will assist with details such as registration.

4. **Packets**—this includes the manual, name tag, writing paper, pencil-pen, other pertinent material.
5. **Registration table**—The Facilitation team will designate persons to coordinate the registration process. This includes having participants sign-in and have their picture taken.
6. **Food/Snacks/Drinks**—It is suggested that healthy snacks be offered mid-morning and afternoon. A breakfast or snack is available as participants register in the morning. A lunch is provided onsite in a working lunch process. Coffee, Tea, fruit drinks, water, and other beverages made available.
7. **Photos**—A picture of each participant is taken either onsite or prior to the training, taped to a brightly colored paper (8-1/2 x 14), name include, and taped to a wall (gallery) in the gathering room.
8. **Equipment/Supplies**--Large Newsprint (flip-chart) paper with at least 2-easels for the Facilitation team. The training process requires many sheets of newsprint for the Clans to use in their skill building and sharing. Newsprint with self-sticking adhesion is recommended. Each Clan and the Facilitation team will need a set of marking pens. An overhead projector/screen and/or projector for power point and laptop. A digital camera and printer for photos. 25-30 prizes are needed for the teambuilding/energizers, i.e. gift certificates, t-shirts, CD'S/DVD's, etc. A portable CD player and Native music. A PA system with handheld cordless microphones or lavalier mikes. Certificates of completion will need to be printed and signed for each participant. 2-large wall graphics entitled, “SPOT Matrix” and “5-Bold Steps” will need to be ordered from Grove International-415-561-2500 for the Strategic Action Planning. The Facilitation team will

need to make arrangements for hand drums, rattles, and other instruments to be used during the training. They may ask community drum groups to assist and make arrangements for community leaders to conduct the welcome and blessings.

9. **Spirit-Room**—The Facilitation team, in particular, the Rovers will be responsible for setting up the Spirit Room. They will bring various “medicines” i.e. cedar, sage, sweet grass, etc. that they normally use.
10. **Special Awards/Graduation** It is recommended that two special awards be given to 2-participants (1-male and 1-female) that according to the Facilitation team, demonstrate exemplary leadership. This could be gifts such as a Pendleton blanket, shawl, or drum. It would be appropriate to recognize other participants and/or adults/programs that have contributed to the success of delivering the Native H.O.P.E. curriculum or other prevention and leadership initiatives. During the graduation, the Facilitation team will prepare the certificates and affirmation pictures to be given one participant at a time.
11. **Master Trainers**—The Community Mobilizer and Facilitation team will coordinate the Master Trainers travel, hotel, per diem, and fees prior to the delivery of the Native H.O.P.E. training. Remember, it is a 5-day process.
12. **Travel for Participants**—If the training is delivered onsite, arrangements may need to be made for transportation for participants to and from the site. Some schools may require permission slips signed by parents.
13. **Regional Training**—The Native H.O.P.E. curriculum may be delivered in a regional location where the majority of participants are transported to the site. If this is the case, parental consent forms are needed as well as, chaperones, in particular, if the participants are staying at a hotel. The chaperones and all adults working with the youth will also need to have background checks completed. This is a routine procedure in most programs serving children and youth. The Facilitators, Clan Leaders, and Rovers will also need to complete this process. A Regional training will take additional preparation on the part of the Facilitation team, especially for evening

activities and supervision.

14. **Evening Activities**—These are optional activities that are described in the manual: talking circles, support groups, social dances, pow wow, talent show, banquet, sweat lodges, etc. These activities are a good reinforcement and opportunity for Native youth to participate in their culture. The Facilitation team will need to ensure proper supervision of the activities, in particular, the talking circles and support groups. The Facilitation team members and Master Trainers should conduct the talking circles and support groups. The Rovers will also need to be present to intervene as necessary. Separate talking circles should be held for youth and adults.
15. **Community Collaboration**—The Community Mobilizer and Facilitation team will make arrangements for representatives from their Mental Health professionals, Social Services, Substance Abuse Treatment Services, Boys and Girls Clubs, Emergency Services Providers, and Law Enforcement to set up tables during the 3-day training and disseminate information regarding their services. This is especially important regarding Native youth making referrals concerning their peers.
16. **Peer-to-Peer Presentations**—The Facilitation team will need to identify someone to video tape the peer-to-peer presentations by Clan groups and prepare a power point presentation during the graduation. Equipment needed: video camera, tapes, lap top computer, and power point projector, and screen.

Facilitators/Clan Leaders/Rovers

During the 2-day Training of Facilitator’s the Community Mobilizer(s), Facilitators, Clan Leaders, and Rovers will mobilize their team. They will have had several previous meetings, however, these two days are designed to clarify roles, conduct team-trust building, and walk-through the Native H.O.P.E. curriculum. Following are the key components of the roles of the Facilitators/Clan Leaders/Rovers:

Facilitator Roles

1. Strengthen personal skills, helping skills, leadership skills, and strategic action planning

skills.

2. Complete the 2-day TOF for delivering the Native H.O.P.E. curriculum.
3. Observe and assist the Master Trainers deliver the 3-day curriculum.
4. Strengthen their team-trust building/energizer skills.
5. Work in a team process with the Community Mobilizer, Clan Leaders, and Rovers.
6. Replicate the Native H.O.P.E. curriculum in their communities.
7. Assist the youth from their communities implement their Strategic Action Plans.
8. Serve as a member of a community wide multidisciplinary team that co-sponsors ongoing prevention, leadership, and intervention programs.
9. Participate in the team morning “huddles” and end of the day “debriefing” meetings.
10. Assist in the evening activities of the 3-day Native H.O.P.E. training.

Clan Leader’s Roles

1. Strengthen personal skills, helping skills, leadership skills, and strategic action planning skills.
2. Complete the 2-day TOF for delivering the Native H.O.P.E. curriculum.
3. Serve as a Clan leader for 5-10 youth during the 3-day Native H.O.P.E. training.
4. Strengthen their group and team process skills.
5. Create a safe and sacred place within their Clan for sharing and skill building.
6. Participate in the team morning “huddles” and end of the day “debriefing” meetings.
7. Assist in the evening activities of the 3-day Native H.O.P.E. training.
8. Assist in the replication of the Native H.O.P.E. curriculum in other communities.

Rover’s Roles

1. Strengthen personal skills, helping skills, leadership skills, and strategic action planning skills.
2. Complete the 2-day TOF for delivering the Native H.O.P.E. curriculum.
3. Serve as a team member with other Rovers to intervene and assist youth who need counseling,

support, encouragement, and healing during the 3-day training.

4. Work in teams of two (1-male and 1-female) while taking youth to the Spirit Room.
5. Develop a process with the Facilitation team to intervene.
6. Conduct follow-up referrals for youth.
7. Participate in the team morning “huddles” and end of the day “debriefing” meetings.
8. Assist in the evening activities of the 3-day Native H.O.P.E. training.
9. Assist in the replication of Native H.O.P.E. curriculum in other communities.



2-Day TOF Agenda/Facilitation Notes for 3-Day Curriculum

Following is the 2-Day TOF Agenda and Facilitation Notes for the 3-Day training designed to assist the Facilitation Team prepare for the delivery of the Native H.O.P.E. Curriculum:

Day One-TOF Agenda

8:00-8:55 am---Registration/Photos Taken/Breakfast/
Socializing
8:55-----Drum Call
9:00-9:30 am---Welcome/Blessing/Introductions/
Overview
9:30-10:00 am---Norms/Expectations/Team-Trust
Building
10:00-10:30 am-Facilitation Team Sharing(4-rounds)/
Shield-Making
10:30-10:45 am-----BREAK-----

10:40-----Drum Call
10:45-11:30 am-Finalize Sharing/Shield-Making/
Presentation
11:30-12:00 pm-Team Sharing-What did you See/
Hear/Feel?
How are we doing as a team?
12:00-12:55 pm-----LUNCH-----
12:55-----Drum Call-----
1:00-1:30 pm---Energizers/Process
1:30-2:30pm----TOF Manual- Community
Mobilizers/ Facilitation Skills
Practice
2:30-2:45 pm-----BREAK-----

2:40 pm-----Drum Call
2:45-3:00 pm---Energizers/Process
3:00-4:00 pm---Team-Trust Building/Logistics
4:00-4:15 pm---Energizers/Process
4:15-4:45 pm---Roles of Facilitators/Clan Leaders/
Rovers
4:45-5:00 pm---Open Mic/Pluses and Wishes/
Evaluation/Announcements/Closing

Day 2-TOF Agenda

8:00-8:55 am---Registration/Breakfast/Affirmations/
Socializing
8:55-----Drum Call

9:00-9:30 am---Welcome/Blessing/Introductions/
Overview
9:30-10:00 am---Team-Trust Building/Process
10:00-10:30 am---Review Facilitation Notes for Day
One
10:30-10:45 am-----BREAK-----
10:40-----Drum Call
10:45-11:00 am---Energizer/Process
11:00-12:00 pm---Review Facilitation Notes for Day
One
12:00-12:55 pm-----LUNCH-----
12:55-----Drum Call
1:00-1:15 pm-----Energizers/Process
1:00-2:30 pm-----Review Facilitation Notes for Day
Two
2:30-2:45 pm-----BREAK-----
2:40-----Drum Call
2:45-3:00 pm-----Energizers/Process
3:00-4:30 pm-----Review Facilitation Notes for Day
Three
4:30-5:00 pm-----Open Mic/Pluses and Wishes/
Evaluation/Announcements/Closing

Facilitation Notes-Day One

The process is to walk-through the 3-day schedule and use the Facilitation notes and manuals to become familiar with the process and activities.

1. The Facilitation Team will conduct a team “Huddle” from 7:30-8:00 am
2. During registration from 8:00-9:00 am, the Facilitation team will greet the participants and assist with the registration process.
3. The Facilitation team will have designated who will assist the “Master Trainer(s)” for each activity for the day and when team members will lead an activity and need support from other Facilitators.
4. The Facilitation team will have confirmed who will give the drum call, welcome, blessing, introductions, and overview.
5. During the day, the Facilitation team will be ready to assist with writing (scribing) notes on newsprint and posting the information on the wall.
6. During the trust-building/energizers, the Facilitation team will assist with getting participants engaged, clarifying directions, and maintaining safety.
7. It will be necessary to conduct team “huddles”

throughout the day during breaks and lunch to check-in and review the agenda.

8. The Norms and Expectations are a critical component to create a sense of “Belonging” and empowerment for the youth. A second Facilitator will be need to write responses on newsprint and place them on the wall.
9. The “Key Elements” will need to be read aloud by a Facilitator to the participants.
10. The Clan Formation will need Facilitators to assist the Clans to complete their rounds of sharing and prepare to deliver their song, dance and/or cheer.
11. During the “Healthy Teams and Personal Wellness” session, Facilitators will need to assist Clans find their handouts and complete their rounds of sharing and commitments.
12. The team will need to make sure the overhead and/or power point presentation is ready.
13. During lunch, a Facilitator will request all participants to go outside and find a small rock that symbolizes their healing journey/ personality and bring it to the afternoon session. The participants will use their rocks during round three of Clan sharing in a “letting Go” ritual after the “Breaking Unhealthy Cycles” skits. During this Clan process, the Rovers and Clan Leaders will need to work closely together to identify participants that need one-on-one support in the Spirit Room.
14. The Rovers will conduct their own team “huddles”, although their focus begins in the afternoon during and after the skits are performed.
15. During the breaks, the Facilitation team is encouraging participants to write positive comments on the photos, rearranging the chairs, putting Native music on the PA system, making sure the snacks/drinks are delivered, and/or conducting a team “huddle.”
16. Day One of the Native H.O.P.E. curriculum is focused on creating a safe and sacred place for learning and facilitating a sense of belonging. The Facilitation team will need to be highly focused during and immediately after the skits in the afternoon.
17. At the end of the day, the Facilitation team will need to make sure the evaluations are completed/collected and the blessing, open mic, and announcements are delivered.

18. The Facilitation team will meet at the end of the day to conduct a “debriefing” session that includes: 1. Individual Check-In. 2. How did your Clan do? 3. Are there any referrals that need to be discussed? 4. Quick review of the Pluses and Wishes and evaluations. 5. Overall thoughts on the day. 6. Review of evening activities. 7. Overview of Day Two. 8. Closing

Facilitation Notes-Day Two

1. The Facilitation team will conduct a team “Huddle” from 7:30-8:00 am. They will review the schedule for Day two and finalize assignments for the day.
2. From 8:00-9:00 am, the Facilitation team will greet the participants, assist with registration, and encourage participants to write positive comments on the affirmation photos.
3. The Facilitation team will have made arrangements for who will give the welcome, blessing, introductions, and overview. They will have designated who will serve as writers (scribing) on newsprint and posting the information on the wall.
4. During the team-trust building/energizers, the Facilitators will encourage participants to engage, clarify directions, and ensure safety.
5. The Facilitators will assist participants complete the Hostility survey, score their answers under the categories of cynicism, anger, and aggression. The Facilitators will assist participants move to their Clan groups to process their Hostility scores and make commitments.
6. During the break, the Facilitation team will encourage participants to write positive comments on the photos, assist with logistics, start the Native music on the PA system, and/or conduct a team “huddle.”
7. The Facilitation team will make sure whoever is designated to do the drum calls are ready to proceed and perhaps explain their song to the large circle.
8. The Facilitation team will assist participants to find their handout on “Assertiveness” and help the Clans practice the role play entitled, “Past Midnight” in teams of two. If time allows, a team of two participants will demonstrate their assertiveness skills to the large circle.

9. The Facilitation team will assist the Clans find their handout on “4-stages of Relationships” and assist them in the role Play, entitled, “We need to Talk.” If time allows, a team of two participants will demonstrate their mediation skills to the large circle.
10. The Facilitation team will assist participants find their handouts on “Risk and Protective Factors.” A Facilitator will also present highlights of national and regional suicide data. A Facilitator will need to write on newsprint, the responses to the question, “How can we use our “Sources of Strength” to reduce risk factors?”
11. During the “conditioning” exercise, when a Facilitator asks participants to shout out a word five times, the Facilitation team should be in the large circle encouraging the enthusiastic responses.
12. During the “Values Debate” exercise when participants are asked to physically move to a spot depending on whether they agree, disagree, or are undecided, the Facilitation team should be ready to clarify directions and encourage participants to make their value decision. Eye contact between Facilitators is important here and raising hands to identify participants who will make a comment.
13. During the “Codes of Silence” exercise, a second Facilitator will need to be writing on newsprint, the responses from participants. When participants are sent to their Clans for sharing, the Rovers and Clan leaders will need to work closely together to identify participants who may need one-on-one support in the Spirit Room.
14. During the “See It-Say It” exercise a team of two Facilitators will role play the appropriate process of assertive communication. The participants will practice this process in Clans.
15. During the “Making Referrals and Community Resources” session, a team of two Rovers will demonstrate by role playing, how to make a referral. A Rover will explain the 3-reasons referrals are mandated: child abuse/neglect; violence; and suicide. This is the time to introduce representative from various programs, i.e. Mental Health, Social Services, etc. and have them explain their services and referral process. A Facilitator will also present information on suicide hotlines and websites. Information will also be presented on schools conducting screening for depression and suicide.
16. Day Two is a full day of skill building, leadership development, and healing. The Facilitation team will need to “huddle” throughout the day and perhaps decide that some of the activities may need to go to day three.
17. The same closing procedure will be followed for day two including conducting the Pluses and Wishes, collecting the evaluations, open mic, announcements, and a closing blessing.
18. The Facilitation team will conduct a “Debriefing” session that includes:
 1. Individual Check-In.
 2. How did your Clan do?
 3. Are there any referrals that need to be discussed?
 4. A quick review of the Pluses and Wishes and Evaluation.
 5. Overall thoughts on the day.
 6. Review of evening activities.
 7. Overview/Assignments for Day 3.
 8. Closing

Facilitation Notes-Day Three

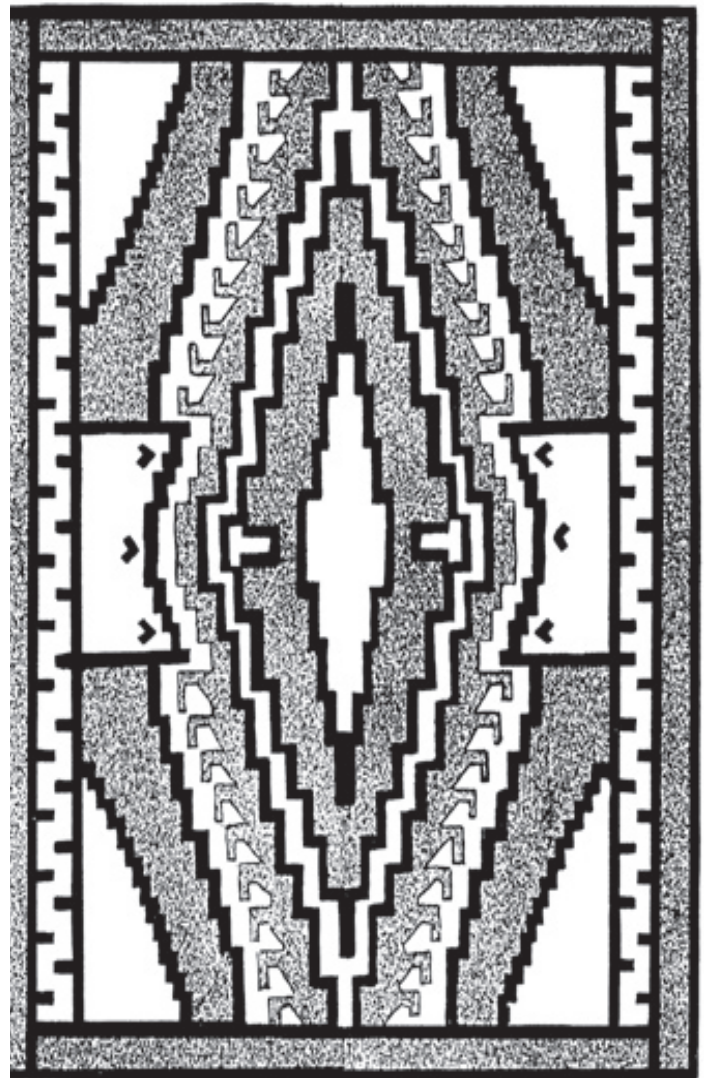
1. The Facilitation team will conduct a “Huddle” from 7:30-8:00 am. During this time they will review the agenda and make final assignments. This is the day for the graduation and the team will need to finalize the certificates and special gifts and recognition.
2. From 8:00-9:00 am, the Facilitation team will greet the participants, encourage positive comments on the affirmation photos, assist with logistics, and confirm the speakers for the welcome, blessing, drum calls, introductions, and overview.
3. Some adjustments may need to be made if the activities for Day Two did not get completed and will occur this morning.
4. During the Peer-To-Peer presentations, the Facilitation team will assist the Clans prepare and deliver their message on video tape. It is important that these presentations are short, positive, include some data, and encourage breaking the “Codes of Silence” and convey a message of Hope. Participants will be reminded they will be delivering these messages back in their schools upon their return. The Facilitation team will have made arrangements for technical support to video tape and use a

laptop computer and power point projector to play back the Peer-To-Peer presentations during graduation.

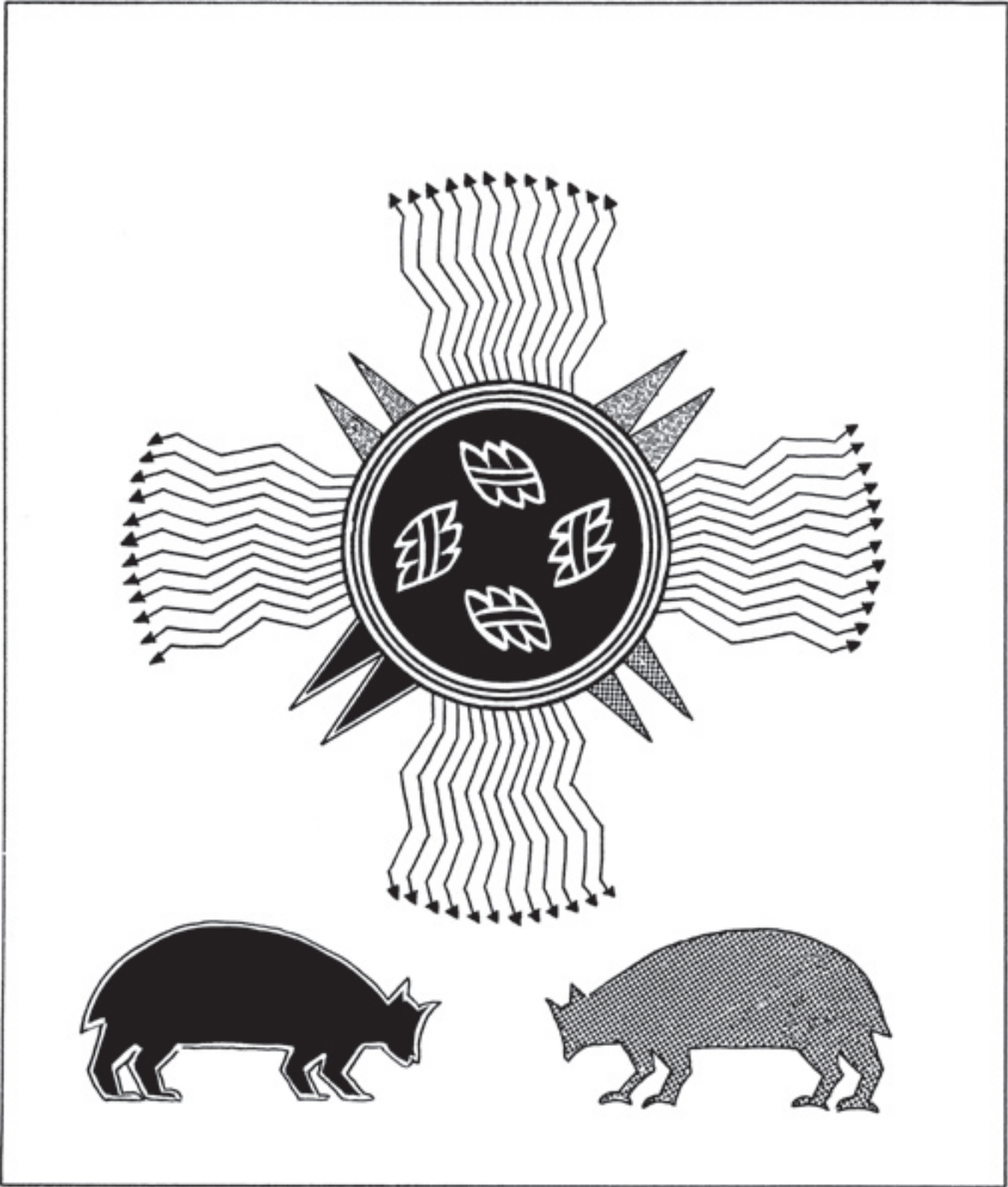
5. Today, the participants will conduct a large group “Trust-Fall” and it is crucial that appropriate safety precautions be taken. Remember, this exercise is “challenge by choice” and participants must choose to participate as a support (spotter) person. The Facilitation team will assist the Master Trainer by giving encouragement to participants and ensuring that the “spotters” are in position.
6. During the morning and lunch break, the Clans will continue to video tape their Peer-To-Peer presentations and will need assistance from the Facilitation team.
7. The Strategic Action Planning process will require the Facilitation team to assist the Clans conduct their brainstorming and prioritizing. A second Facilitator will also be needed to write the Clan’s responses on the large wall graphics-“SPOT-Matrix” and “5-Bold Steps.” During this process, Facilitators will be required to work with several participants to develop a draft vision statement and mission statement separately from the Clans. They will then bring their drafts back to the large circle for review and placement on the large wall graphic. Sample Native youth Strategic Action Plans are included in the Appendix for Clans to use as examples.
8. During the lunch break the Facilitation team will designate their Clerical support staff to start taking the affirmation pictures down after lunch and preparing the certificates for signature and getting the special awards ready for graduation.
9. The afternoon is designed to have the Clans complete their Peer-To-Peer video taping and to complete the Strategic Action Plan, as well as, the energizers.
10. The graduation process will take time as each participant is called up one at a time. The Facilitation team’s clerical support person(s) will need to have completed the certificates, affirmation pictures, and special awards. Each member of the Facilitation team will take equal numbers of certificates/affirmation pictures and take turns calling participants. Facilitators will read 3-4 comments from each affirmation

picture and participants will shake hands/hug each member of the Facilitation team and high five all other participants.

11. The Facilitation team will conduct the closing including: Wishes and Pluses and collecting the evaluations, open mic, announcements, and closing blessing.
12. The Facilitation team will conduct a “Debriefing” session including: 1. Individual Check-In. 2. How did your Clan do? 3. Are there any referrals that need to be discussed? 4. A quick review of Pluses and Wishes and evaluation. 5. Overall thoughts of the day. 6. Any logistical concerns including setting date for next meeting to implement the Strategic Action Plan. 7. Closing.

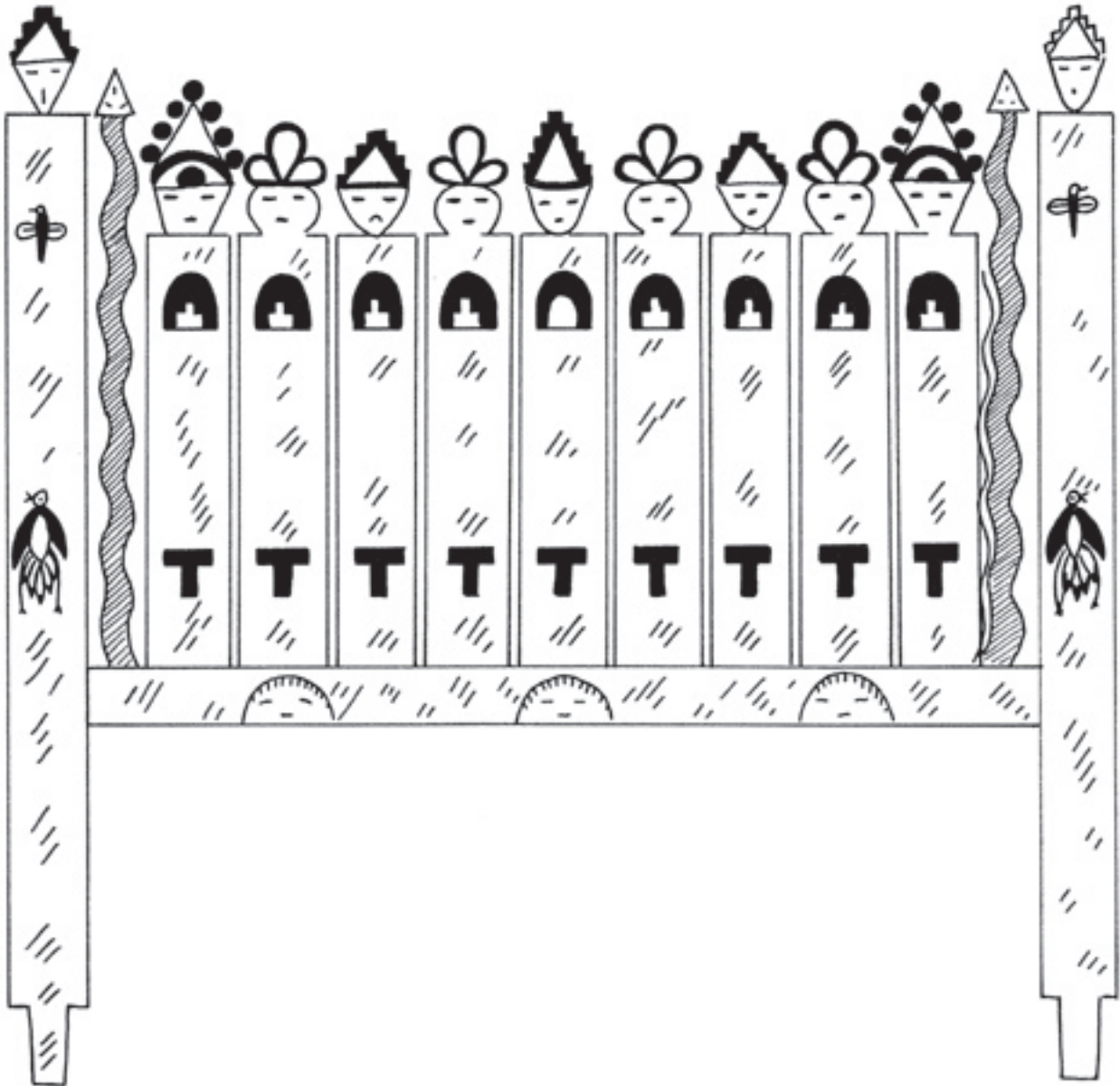


APPENDICES



Appendix A

GONA Facilitator Qualifications



VI. GONA Facilitator Qualifications

Do you want to facilitate a GONA gathering in your community? There are no set criteria on who can and who can't. But, the curriculum writers recognized that the GONA is most effective when it is presented by people committed to their communities and willing to "walk their talk" for sobriety and wellness.

Do you "walk your talk" as a community facilitator for wellness?

- *You are Native American;*
- *You have significant experience facilitating healing, wellness, and alcohol or substance abuse prevention with Indian people;*
- *You are recognized by Indian people as credible and reliable, a community organizer;*
- *You have excellent intertribal group facilitation skills;*
- *You are a "team player";*
- *You understand the process of addiction, prevention, and recovery;*
- *You are skilled in diplomacy and conflict resolution, particularly in intertribal, multi-racial and cross cultural dynamic issues;*
- *You demonstrate your own ongoing sobriety and wellness program;*
- *You have experience conducting community action planning;*
- *You behave in an ethical and moral manner when facilitating groups or working with individuals;*
- *You are comfortable with who you are, and work well with other cultures and beliefs;*
- *You are committed to working "with" people and not dictating outcome.*

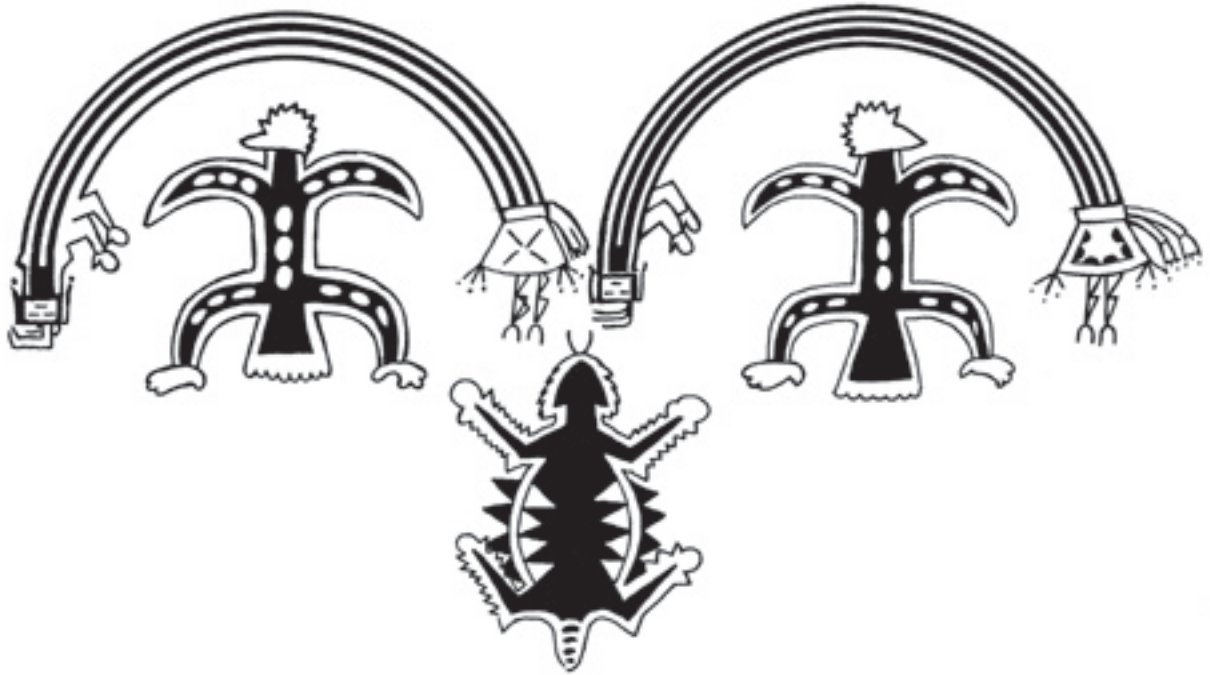
You are a role model in your community . . .

Whether you know it or not!

Appendix B

CDC Diabetes Today

Facilitator's Toolkit-Tips and Tools



Characteristics of an Effective Facilitator

- You know yourself. You are confident and fully prepared. You are just nervous enough to keep alert.
- You know your subject matter. You have studied your topic and have experienced the events about which you speak.
- You know your audience. You respect and listen to the trainees. You call them by name, if possible.
- You are lively, enthusiastic, and original. You use contrasts, metaphors, and suspense. You keep your listeners interested and challenge their thinking.
- You use a variety of vocal qualities. You vary your pitch, speaking rate, volume. You avoid monotones.
- You use your body well. Your body posture, gestures, and facial expressions are natural and meaningful, reinforcing your subject matter.
- You make your remarks clear and easy to remember. You present one idea at a time and show relationships between ideas. You summarize when necessary.
- You enhance your talk with illustrations. You use examples, charts, visual and audio aids to illustrate your subject matter.
- You are flexible. You read and interpret your trainees' responses—verbal and nonverbal— and adapt your plans to meet their needs.

Qualities and Characteristics of an Effective Facilitator

An Effective Facilitator *Is*

- Prepared
- In charge without being overly controlling
- Respectful of the “adulthood” of learners—their knowledge and skills*
- Sensitive and aware*
- Flexible
- Nonjudgmental
- Trusting*
- Tolerant of ambiguity*
- Patient*
- Empathetic*
- Energetic
- Grounded—aware of his or her personal philosophy, values, and biases

An Effective Facilitator *Has*

- Knowledge of his or her subject
- Technical skills
- A sense of humor
- Awareness of time factors
- A willingness to lead
- Awareness that he or she does not “know it all”
- A strong commitment to the purpose, the “why” of the subject

*According to the American Society for Training and Development, these individual facilitator qualities are especially important for creating a successful multicultural training environment.

Basic Facilitator Competencies

- Understanding Adult Learning.** Knowing how adults acquire and use knowledge, skills, and attitudes; understanding individual differences in learning.
- Understanding Training and Development Theories and Methods.** Knowing the techniques and methods used in training; understanding their appropriate uses.
- Group Process Skills.** Influencing groups to both accomplish tasks and fulfill the needs of their members.
- Presentation Skills.** Verbally and visually presenting information so that the intended purpose is achieved.
- Questioning Skills.** Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires, and other probing methods.
- Feedback Skills.** Communicating information, opinions, observations, and conclusions so that they are understood and can be acted on.
- Negotiation Skills.** Securing win-win agreements while successfully representing a special interest.
- Facilities Skills.** Planning and coordinating logistics in an efficient and cost-effective manner.
- Intellectual Versatility.** Recognizing, exploring, and using a broad range of ideas and practices; thinking logically and creatively without undue influence from personal biases.
- Self-Knowledge.** Knowing one's personal values, needs, interests, style, and competencies and their effects on others.
- Understanding Issues Related to Cultural Diversity.** Knowing the audience by understanding the variety of ways people in any group setting experience the world and being able to respond in a respectful and competent manner.

How To Present Yourself

Use of Language

- ✓ Use words that trainees will understand, or define words.
- ✓ Avoid jargon, slang, swearing.
- ✓ Use nonsexist language.
- ✓ Use conversational style rather than stilted, written words.
- ✓ Be grammatically correct.
- ✓ Select words that convey ideas clearly.
- ✓ Pronounce words correctly.

Personal Appearance

- ✓ Be clean and neat.
- ✓ Make a positive first impression.
- ✓ Dress appropriately: clothes, jewelry, hair style, cosmetics.

Use of Voice

- ✓ Speak audibly and distinctly.
- ✓ Vary intonations.
- ✓ Avoid making shrill sounds.
- ✓ Speak at a comfortable, understandable rate.

Nonverbal Communication

- ✓ Use a natural stance.
- ✓ Add appropriate gestures.
- ✓ Emphasize meaning with facial expressions.
- ✓ Dramatize points by pausing or moving around.
- ✓ Use body to provide clues to your feelings.
- ✓ Read clues from your audience that reveal their feelings, understanding, and needs.
- ✓ Maintain eye contact with the audience.

How To Present Your Subject

Use an Opening That

- ✓ Relates to the topic, situation, trainees, or speaker.
- ✓ Involves and stimulates audience.
- ✓ Creates positive trainee thinking.
- ✓ Gets attention, for example, by:
 - Questions
 - Unique fact
 - Illustration
 - Quotation
 - Historical event
 - Joke
 - Gimmick
 - Compliment
 - Subject matter significance
- ✓ Serves as a preview to subject matter.
- ✓ Explains purpose of presentation.

Hold Trainee Attention and Interest

- ✓ Be enthusiastic or dramatic.
- ✓ Use specific examples:
 - Clarity, color, credibility.
 - General thought becomes a specific one.
 - Impersonal becomes personal.
 - Carefully collected examples should appear spontaneous.
- ✓ Use audiovisual aids.
- ✓ Vary the pace.
- ✓ Provide for trainee involvement:
 - Questioning both ways.
 - Acknowledge individuals, by name, if possible.
 - Ask for trainee assistance.
- ✓ Use references that show material is aimed at a specific group.
- ✓ Use surprises and extras.

Use a Closing That

- ✓ Summarizes the entire activity.
- ✓ Repeats the main points.
- ✓ Makes a meaningful statement.
- ✓ Relates to the topic, situation, trainees, or speaker.
- ✓ Ties together the activity as an entity.

How To Improve Oral Presentations

Do

- Begin your preparation early. Store information and ideas in your subconscious. When you take them up for later use, they will be integrated with your experiences and will be your own.
- Gear your presentation to the background and ability of your audience. Your presentation may be a masterpiece for nuclear physicists but not be understandable to people without a nuclear physics background.
- Prepare adequately. Preparation will give you a feeling of confidence that will reduce stage fright to insignificance.
- Limit your coverage to what your audience can absorb, usually five or fewer main points.
- When you make your presentation, be well groomed and properly dressed; look good.
- Stand or sit comfortably erect so that you will feel good. Then forget about yourself, and concentrate on your audience.
- Be self-assured but not arrogant. Your preparation and background will enable you to give the audience something useful. Remember that they are giving you their time and attention in exchange.
- Smile, be pleasant, and put your audience at ease, and you will be at ease, too.
- Gain the attention of your audience during the first minute. Once you have their attention, keep it. The audience thinks of only one thing at a time. Be sure they think of what you are saying.
- Tell your audience what you are going to tell them. In your summation, outline the main points briefly.
- Use your own knowledge and personal experience about the subject.
- Remember that the attention span of your audience is limited. Give participants a rest.

- Be sincere. You must believe what you tell your audience before you can expect them to believe it.
- Consider the interests and background of your audience and slant your talk to them.
- Remember that if you want to move your audience, you must be moved first. You need enthusiasm before you can pass it on.

Don't

- Read your script. There is no need to tie up an entire audience to listen to you read. They can read as well as you can. Also, they would rather do it at their convenience.
- Apologize. When you apologize, you are immediately discounted, no matter how good you are. If all conditions bearing on your presentation are not perfect, emphasize those that are. It is more flattering to your audience to be addressed by a qualified individual. If you think you are not qualified, do not let that show. The person who chose you thought you were, and maybe the audience will agree.
- Keep repeating how difficult something is to explain. Reduce what you are explaining to its simplest elements, and present it as simply as you can. If it is as difficult as you believe it to be, your audience will need every available minute to concentrate on the problem. Furthermore, you will need all the time available for your explanation. Do not set up another hurdle for yourself and your audience.
- Waste time talking about the shortage of time. You are just compounding the shortage. Use every available minute for the business at hand.

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How To Facilitate Groups

- ✓ Hold participants' attention.
- ✓ Be empathetic; put yourself in their shoes.
- ✓ Provide unconditional acceptance and trust.
- ✓ Actively listen.
- ✓ Exude confidence; know who you are.
- ✓ Be available—I'm here for you!
- ✓ Be yourself; show humanness and genuineness.
- ✓ Recognize your strengths and weaknesses.
- ✓ Encourage comments, questions, and clarifications.
- ✓ Foster self-exploration, ideas, and sharing of feelings.
- ✓ Be clear on your objectives for the training, especially with instructions and activities.
- ✓ Provide structured experiences that are relevant to training.
- ✓ Allow enough time for participants to process the information.
- ✓ Select appropriate language.
- ✓ Speak clearly and distinctly with good pacing.
- ✓ Stay on topic; be specific.
- ✓ Remain flexible in responding to participants.
- ✓ Be clear on participants' needs.
- ✓ Provide a combination of learning styles throughout training.
- ✓ Solicit feedback from the group regarding your performance.

Qualities That May Hinder Training

- Using warnings and threats to get groups moving
- Intervening excessively
- Needing to be the center of the process; not allowing group to work on its own
- Subtly or overtly insisting on particular behaviors from group members
- Having little awareness of your effect on others
- Inability to receive feedback
- Humiliating participants into taking risks
- Inability to respond to process
- Avoiding giving feedback when it is painful
- Giving unclear or disorganized presentations
- Lacking sensitivity to cultures or viewpoints different from your own
- Being rigid and unadapting with regard to the group's needs
- Unable to plan and organize events
- Violating needs of adult learners
- Lacking expectation of having respect or positive regard for all participants
- Having poor communication and delivery skills
- Impatience and inability to pace yourself
- Inability or unwillingness to evaluate a training event
- Intolerance of any criticism directed at you

Guidelines for Giving and Receiving Feedback

To be effective, feedback must

- ✓ Be specific rather than general.
- ✓ Describe behavior, not judge it.
- ✓ Consider the needs of both the receiver and giver of feedback.
- ✓ Focus on behavior that can be changed.
- ✓ Be immediate, yet well timed.
- ✓ Be verified to ensure a clear understanding of what is being said.
- ✓ Be verified with others for accuracy.

Examples of How and When To Give and Receive Feedback Effectively

Giving Feedback

- Build time for feedback into your training process. If cotraining or mentoring another facilitator, be sure to set aside time to debrief at the end of the training.
- Always give a cue that feedback is coming, rather than simply “letting loose” with your thoughts and feelings without warning. For example, you might say, “I’d like to give you some feedback on your training today. Is this a good time?”
- Use the word “feedback” rather than “evaluation” or “review your performance.” Feedback is less threatening and describes a two-way process of communication.
- Carefully monitor your word choice, tonality, body language, and gestures. Remember, the majority of our communication is nonverbal.
- Use the words “effective” and “more effective” to lend a positive tone and proactive stance to your comments. Always note things you found effective before you discuss what changes you think might make things more effective.
- Always give feedback in sensory-specific language, that is, specific things that you can see, hear, or feel. Do not say, for example, “I think you needed to facilitate that better.” Rather, say, “When he was talking about how he felt about HIV and you interrupted him to say, ‘we need to move on,’ I thought it would have been more effective to let him finish his point, thank him for his input, and then suggest that the group move to the next task.”

Receiving Feedback

- Listen first and then reflect and clarify another person’s feedback to you. Listening does not mean you have to agree with the feedback. After all, this is just one person’s experience of what happened. Nonetheless, listen actively and respectfully when another person is giving feedback to you.
- Do not try to justify or “explain away” your behavior or words. Remember, there is a difference between intent and impact. When people give you feedback, they are giving you their reaction to your impact. Your intent is important, but it will not explain away the impact.
- You can explain after you let the person know you fully heard the feedback.

-
- Thank the person giving the feedback for his or her perceptions.
 - Ask clarifying questions to understand the feedback.
 - Wait until the feedback has been given; then paraphrase the major points.
 - Make it your goal to understand the feedback; asking clarifying questions and paraphrasing are two ways to do this.
 - Help the giver use the criteria for giving useful feedback (for example, if the feedback is too general: “Could you give me a specific example of what you mean?”).
 - Avoid making it more difficult for the giver of feedback than it already is (by reacting defensively or angrily, arguing, etc.).
 - Avoid explanations of “why I did that” unless asked.
 - Remember that feedback is one person’s perceptions of your actions, not universal truth. Be active in checking out feedback with others. If two or three people give you similar feedback, there may be a pattern reflected that you should consider.

How To Reduce Training Anxiety

- ✓ Be prepared.
- ✓ Know your audience.
- ✓ Practice.
- ✓ Develop positive attitudes.
- ✓ Act and be confident.
- ✓ Give special attention to introductory and closing remarks.
- ✓ Deliver in a conversational style.
- ✓ Use some physical activity to ease tension.
- ✓ See and accept opportunities to train often.

"No-Frills" Trainer Checklist

Before the Training

- Identified and met with cotrainer
- Developed way to get participant feedback (e.g., evaluation form, process for getting verbal feedback)
- Prepared charts and slides
- Prepared overheads
 - Simple visuals
 - One idea per visual
 - Large print
- Prepared participant handouts
- Secured film or videotape, if needed
- Tested equipment
- Obtained spare bulbs
- Obtained extension cord
- Obtained masking tape and box of markers
- Identified available assistant
- Checked training room and set up training environment
 - Outlets
 - Light switches (to darken room for audiovisual showing)
 - Projection screen
 - Seats and tables arranged
 - Noise check
- Reviewed and cued audiovisual materials, if needed
- Set up chairs in circle or other pattern to enable sharing
- Decorated room
- Copied, checked, and made available additional handouts
- Rehearsed presentation
- Displayed sign-up sheets and name badges on table
- Tested microphone, if needed

During the Training

- Greeted audience
- Interacted with audience
 - Any questions?
 - Can everyone see?
 - Can everyone hear?
 - Checked schedule for meals and breaks
 - Announced location of bathrooms and smoking areas
- Stayed relaxed, humorous

After the Training

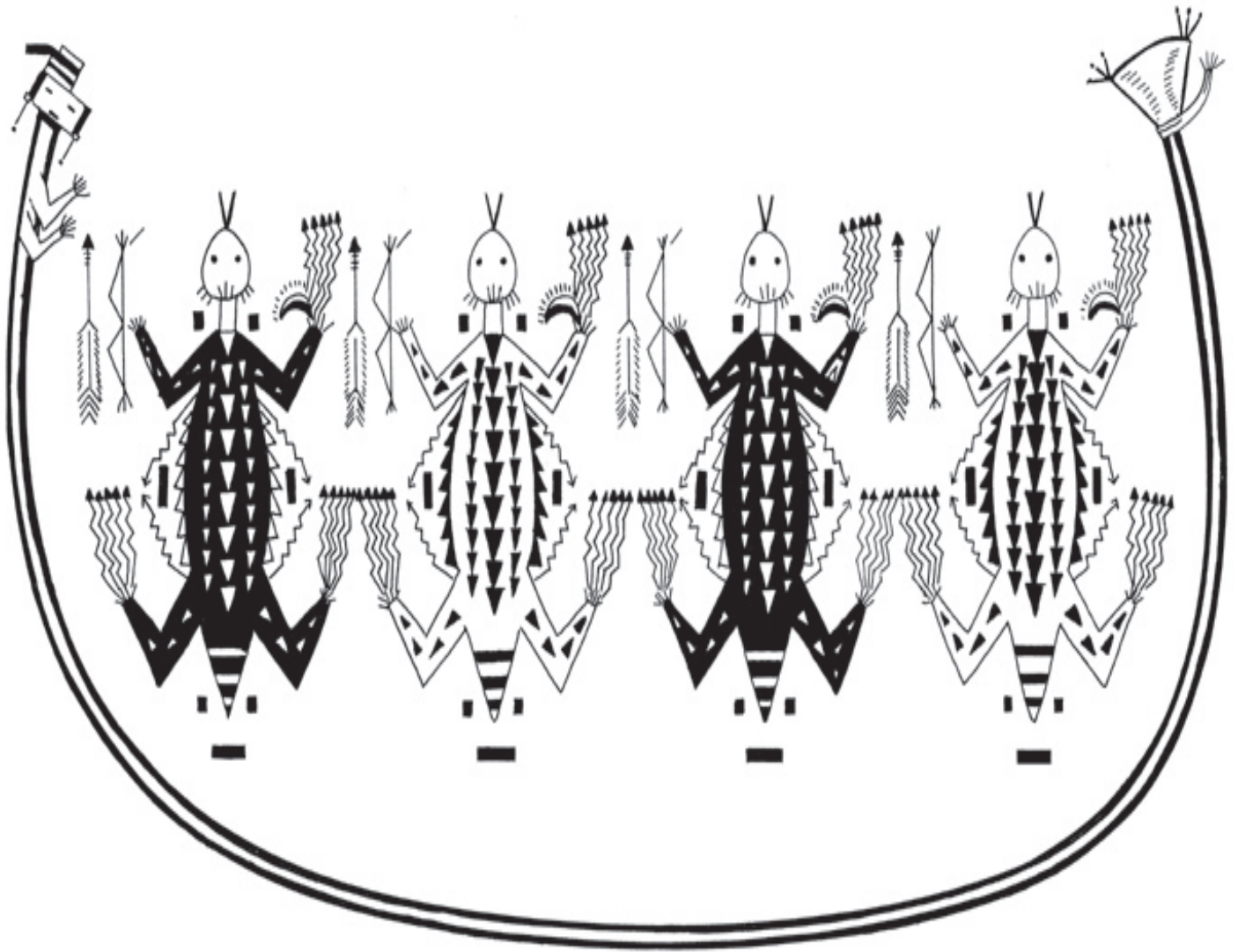
- Conducted self-appraisal (What worked? What did not?)
- Debriefed cotrainer (What worked? What did not?)
- Reviewed participant feedback

Presenting to _____ Date _____ Time _____

Appendix C

National Native American AIDS Prevention Center

“Native Voices Speaking” Facilitation Tips



Facilitation Skills Development

Preparing Yourself

Ten Worst Fears in U.S. (HO4)

1. Speaking before a group
2. Heights
3. Insects and bugs
4. Financial problems
5. Deep water
6. Sickness
7. Death
8. Flying
9. Loneliness
10. Dogs

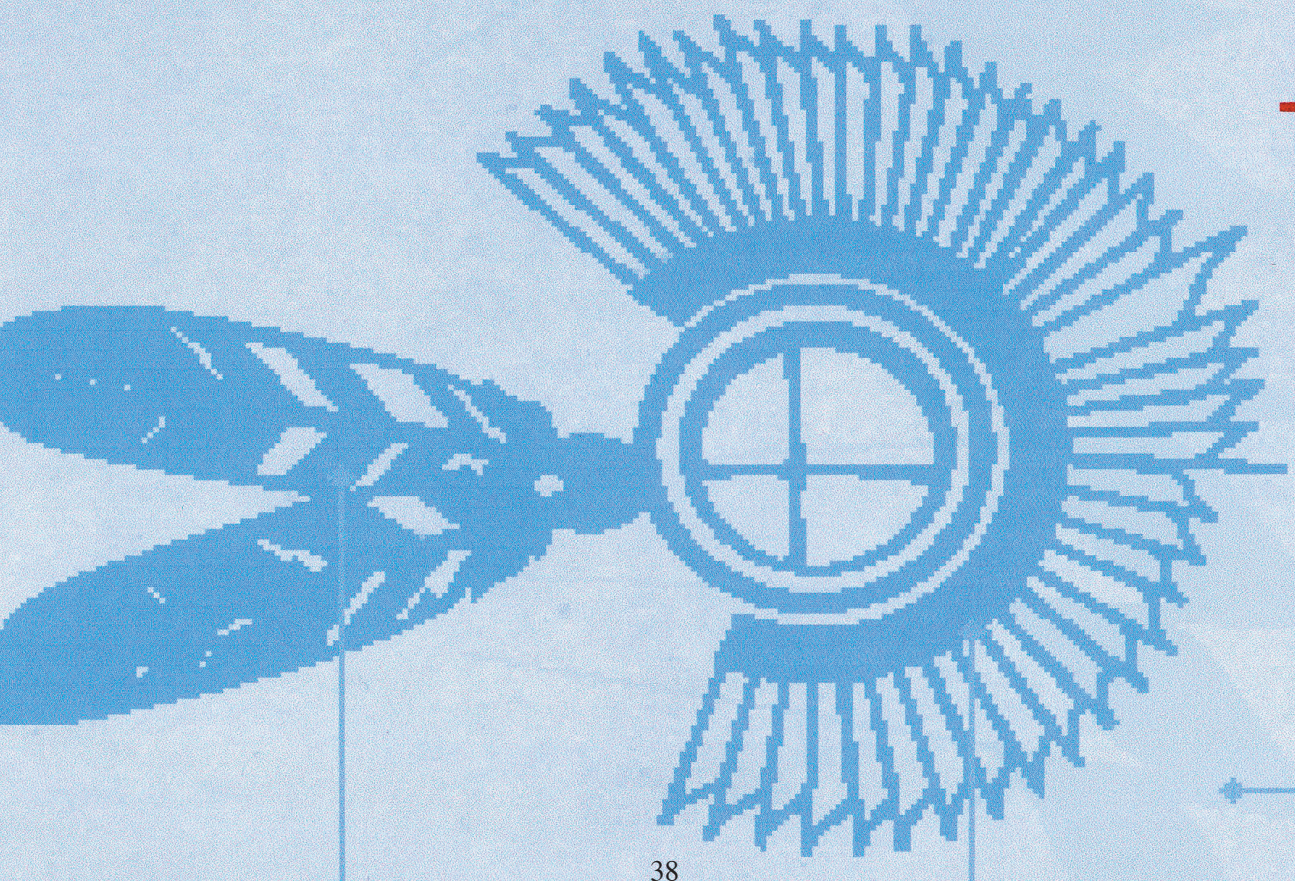
Source: David Wallechinsky, The Book of Lists

Group
Brainstorm:
What can we do
about fear?

Facilitation Skills Development

Overcoming Fear

- Acknowledge fear
- Positive visualization
- Body work
- Rehearse first few lines
- Know material well
- Know the setting
- Do homework on audience
- Assume audience is an ally
- Practice, practice, practice
- Pray, use traditional medicine



Facilitation Skills Development

Ways to Relax

Martin Luther King, Jr. delivered his "I Have a Dream" speech on August 28, 1963 in front of a crowd of over 200,000 people.

Step 1: Acknowledge your fears. Remind yourself that you have something valuable to say and that the audience isn't likely to be hostile towards you.

Step 2: Think about what you're going to say and what effect you'll have on your audience.

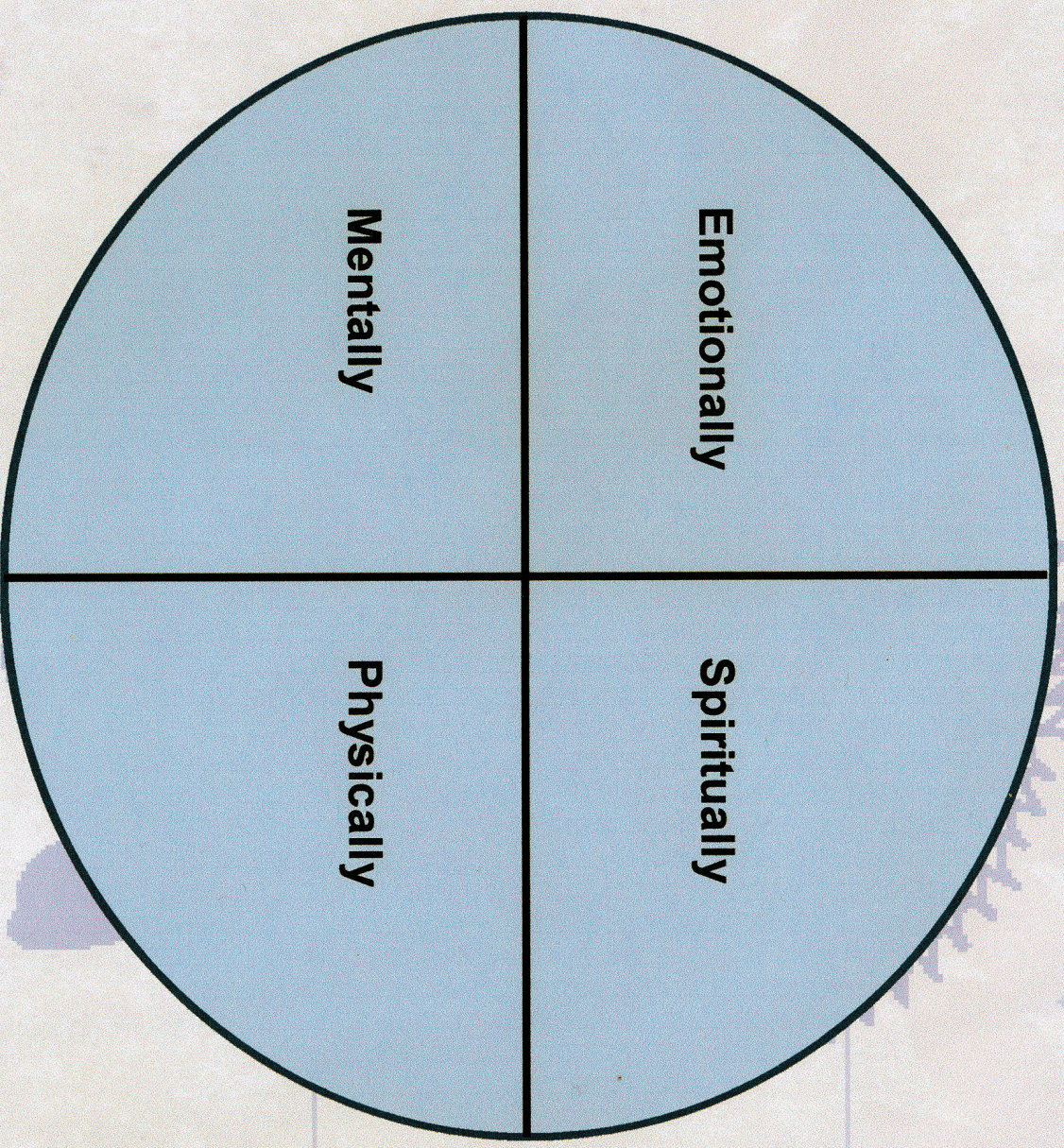
Step 3: Act confident. The audience doesn't have to you're nervous. The audience will react positively and this will increase your confidence even more.

Step 4: Start strong and end strong. A strong introduction will propel you through the rest of your presentation and wipe out any fear you begin with. Ending strong will also counteract a shaky beginning due to nervousness.

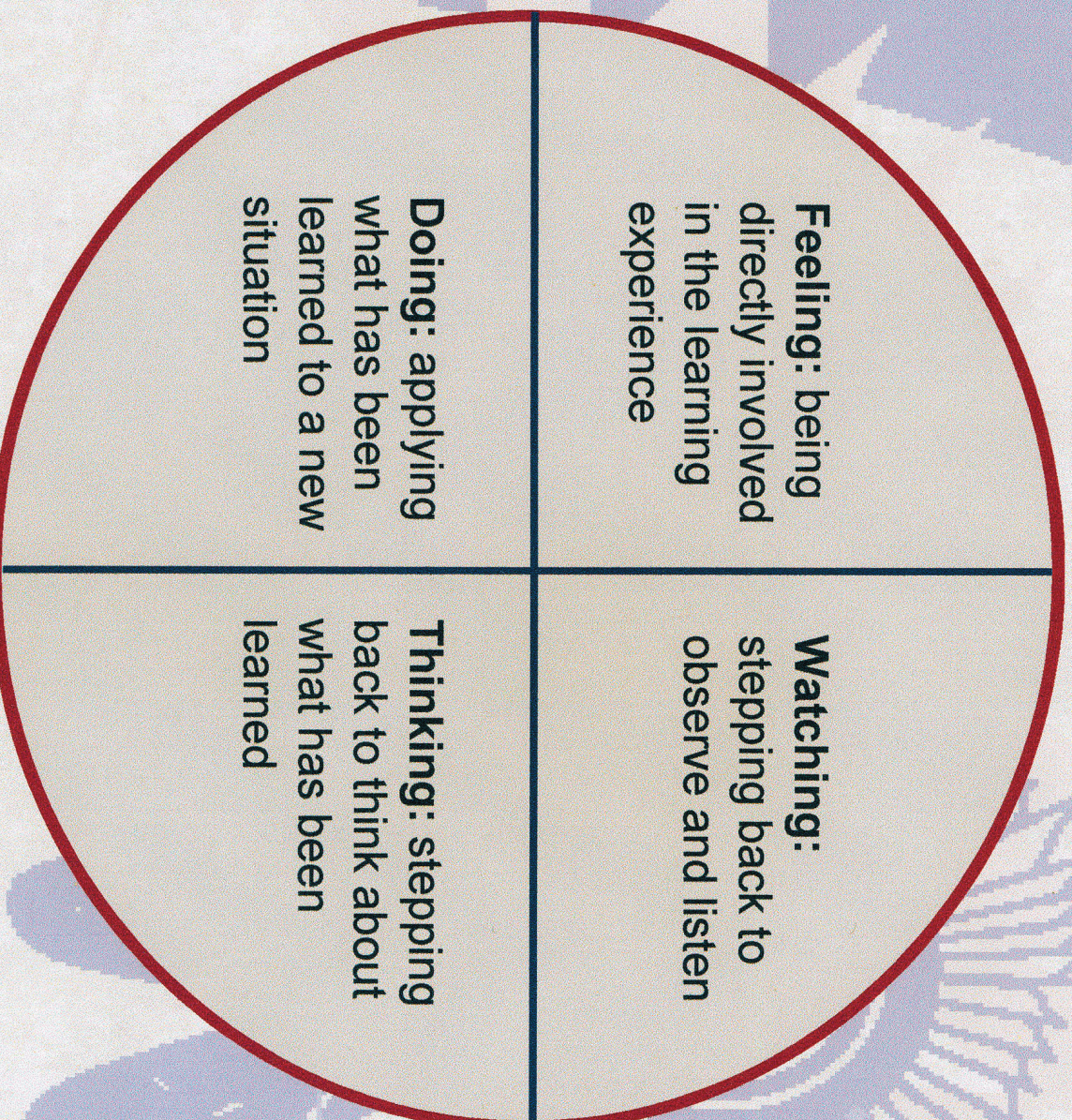
The audience is willing to cut you some slack because they're relieved it's you up there and not them!

Facilitation Skills Development

Prepare yourself
the Native way.



Everyone has a preferred learning style. Which is yours?



Facilitation Skills Development

Facilitative behaviors include: (HO6)

1. Helping leaders and members focus on the task and stay on track
2. Making sure everyone has a chance to participate
3. Protecting others from personal attacks
4. Making suggestions about how to proceed
5. Helping to negotiate
6. Asking questions
7. Helping to find needed resources
8. Giving feedback
9. Sharing observations
10. Coaching
11. Helping participants plan how to implement their agreements
12. Not evaluating group members' ideas
13. Ensuring the cultural appropriateness of the process

Facilitation Skills Development

Content Expert vs. Facilitator

CONTENT EXPERT	FACILITATOR
Presents information	Guides discussion
Provides the right answers	Provides the right questions
One-way communication	Two-way communication
Leader-centered	Group-centered

Facilitation Skills Development

Giving and Receiving Feedback (HO8)

What is feedback? Feedback is a message which tells a team (or individual) how it is performing.

Feedback is essential for a team (or individual) to improve its performance. If the team doesn't get feedback, it has no objective measure to guide it.

Draw the Picture Exercise

Belmont Process

What did you see?

What did you hear?

What did you feel?

Presentation Skills Development

4 Major Components of a Successful Presentation

From Paul Thornton: “Tell Them What You Told Them: Organizing a Presentation.”

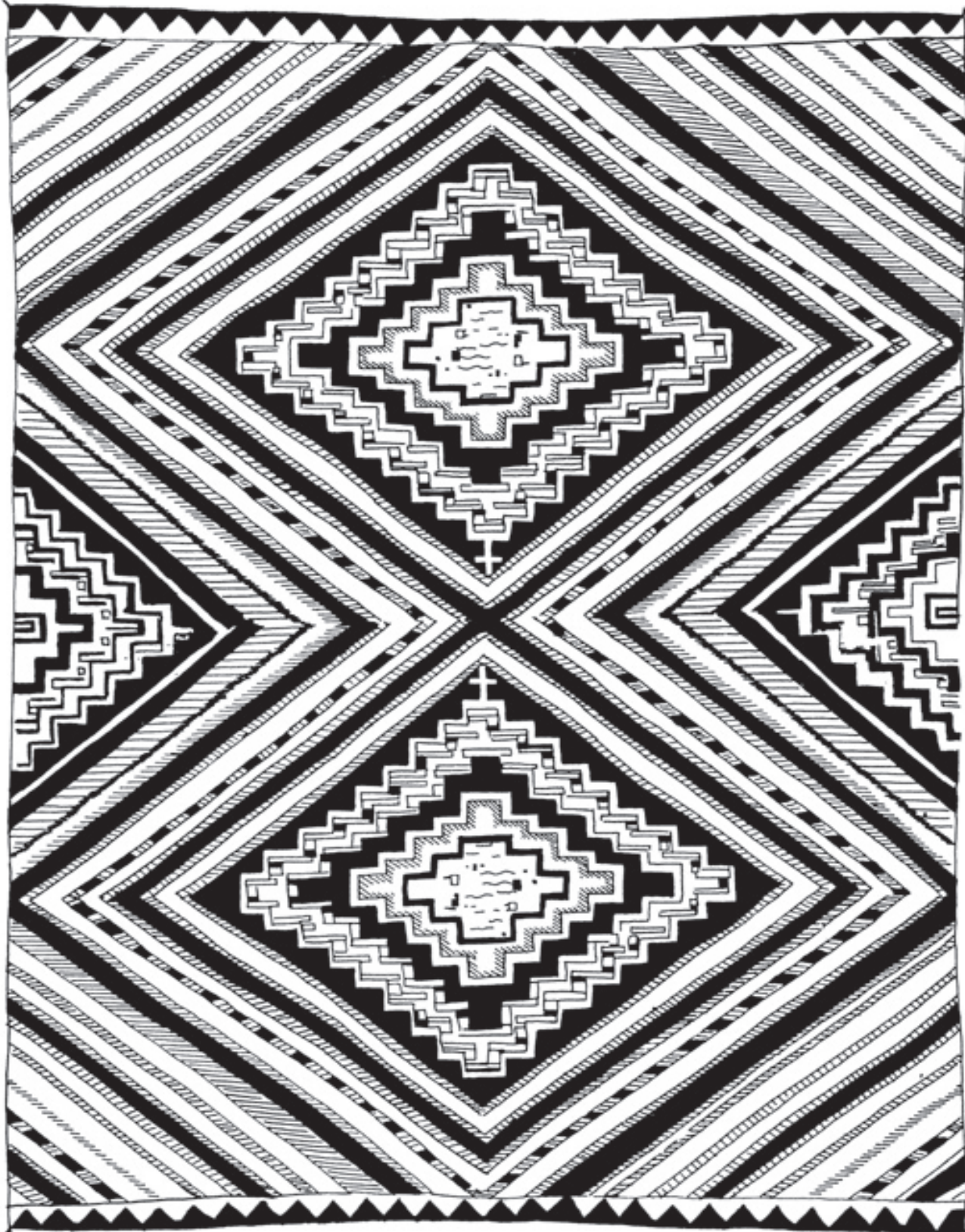
1. Introduction
 - a welcoming message
 - an attention arouser (joke, energizer)
 - a statement of purpose
 - an overview of the presentation
2. The main body of the presentation, which identifies and develops concepts supporting the purpose stated in the introduction
3. A question and answer period
4. The conclusion which summarizes the major points made

Facilitation Skills Development

GROUP PHASES	DESCRIPTION
Forming	Focus is on interpersonal relationships, dependence on leader, need to develop mission, goals, trust, norms, sense of inclusion. This is an orientation phase.
Storming	Conflicts may emerge in personal relationships as part of building cohesion and harmony. Control issues emerge. This is an organization phase.
Norming	Group begins sharing information more productively, actual work begins, sense of teamwork, and increased personal openness and trust develop. Data flow becomes a reality during this phase.
Performing	Interdependence along with collaboration, high commitment, and task function are experienced. This is a problem-solving phase for groups.

Appendix D

Team-Trust Building/Energizers



“Trickster Medicine”

Do You Know Your Neighbor?

Teachings: 1. Getting acquainted. 2. Healthy risk-taking. 3. Communication skills. 4. Leadership development. 5. Humor is good medicine.

Setting: Place all participants, including adults, in a large circle of chairs and remove any extra chairs.

Delivery:

1. A Facilitator will stand in the middle of the circle and announce the instructions.
2. The Facilitator will ask each participant to turn to their neighbors and say, “Your handsome and Beautiful!” “You are Worthy!” “Step-Up! Don’t Hold Back!”
3. The Facilitator will ask participants to reach out with a warm handshake and introduce themselves to their neighbor on each side by first name. Remind them that after each round, they will have different neighbors and to introduce themselves each time.
4. The Facilitator will announce that you end up in the middle where I am by not getting to a chair in time and you end up out here! When this occurs, everyone tell the person in the middle-“You are Worthy!” So, please tell me now! Thank-you!
5. When you are in the middle-walk up to anyone in the circle and ask them-Do you know your neighbors? They introduce their neighbors to everyone (big voices). You then ask that person-“Who else do you want to know?” Their response has to be creative and cause everyone to leave their chair-go across the room, and find a new chair. For example, “I want to know all the Indians!” If their response applies to you-go find a new chair.
6. The Facilitator may need to help participants who cannot think of “someone they would like to know.” The Facilitator may also need to pass the cordless microphone to the person in the middle for each round to begin.
7. After 3-5 rounds the participants are fully engaged, getting acquainted, and having fun.

The Facilitator will ask participants to respond to the question: “What did you See/Hear/Feel?” A second Facilitator will write the responses on newsprint. A second question is “How can we apply these responses to the real world?”



Trust me-I'm Here For You!

Teachings: 1. Creating Trust. 2. Communication Skills. 3. Being Positive. 4. Providing Support. 5. Humor is good medicine. 6. Creating a sense of "Belonging."

Setting: Have participants stand in the large circle and pair up in teams of two with someone they have not met or have not talked to in a while. They will lock arms to show others they are a team.

Delivery:

1. The Facilitator will stand in the middle of the circle and give instructions. A microphone is needed.
2. Ask the teams of two to introduce themselves to their partner. Ask them to say to their partner—"Your Handsome and Beautiful!" "You are Worthy!" "Step-Up! Don't Hold Back!"
3. Ask one person in each team of two that is feeling "Buff and Tough!" to raise their hands and keep them in the air. Acknowledge that these people are healthy risk-takers! Let's give them an affirmation!
4. Ask the other partners, the ones that did not raise their hands to do so now and keep their hands in the air. You are good "Support" persons! Let's give them an affirmation!
5. Ask the teams to say to their partners "Trust Me-I'm Here For You!"
6. Here are instructions for the "Support" partners—can I have you raise your hands-Good! Place one foot in front of the other and bend your knees. Imagine your feet have roots that go to the center of the earth—Say to your risk-taking partner—"I'm Buff and Tough and I'm Here For You!"
7. Risk-Takers-Please raise your hands-Good! Face your buff and tough partner, place your feet shoulder width apart, stand straight and tall. Please say to your partner-"I Trust you!"
8. Please touch each other, both hands -palm to palm. On one- two -three go, risk-takers do 5-standing push-ups—Support partners be there and be strong!
9. Give them an affirmation for round one. In round two, they switch roles and say the words—I'm Buff and Tough and I'm Here for You and I Trust You! The new risk-takers do 5-standing push-ups.

A Facilitator will ask participants to respond to the questions: "What did it feel like to be the risk-taker?" "What did it feel like to be the support person?" How can we apply these responses to the real world. A second Facilitator will write the responses on newsprint.



Clap Your Hands!

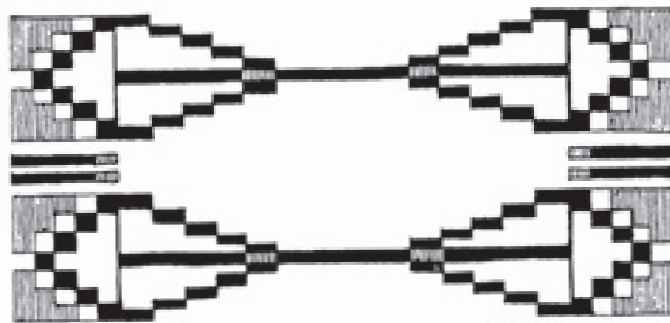
Teachings: 1. Healthy risk-taking. 2. It is important to show Enthusiasm for life. 3. Teamwork. 4. Leadership.

Setting: Have all participants standing in the large circle.

Delivery:

1. The Facilitator will stand in the middle of the large circle. A second Facilitator can assist with giving encouragement to participants to demonstrate Enthusiasm.
2. The Facilitator will instruct that this exercise is a challenge of Teamwork and Unity and demonstrating Enthusiasm!
3. In fact, a prize or perhaps two will be given to the participant that demonstrates contagious Enthusiasm!
4. Everyone raise your hands and get ready to Clap your Hands and repeat after me—Clear your throats! Take a deep breath! Wet Your Lips!
5. Here We Go!
6. Clap Your Hands Once and Say, “I am Handsome and Beautiful!”
7. Clap Your Hands Twice and Say, “I am Worthy!”
8. Clap Your Hands Three times and Say, “I am a Leader!”
9. Clap Your Hands Four Times and Say, “I Will Make a Difference!”
10. Tell the group that was pretty good! Now, this is the competition round for prizes!
11. Repeat the 4-Rounds of Clapping and have the Facilitators pick two participants that are clearly demonstrating Enthusiasm—Award the prizes.

The Facilitator will ask participants to respond to the questions: Is it difficult to get out of character and take a healthy risk? Yes, it is for most people. Today, we demonstrated that you can take a healthy risk and not have to be under the influence of drugs or alcohol! How about give yourselves another affirmation—Great Job!



Look Over Your Horse!

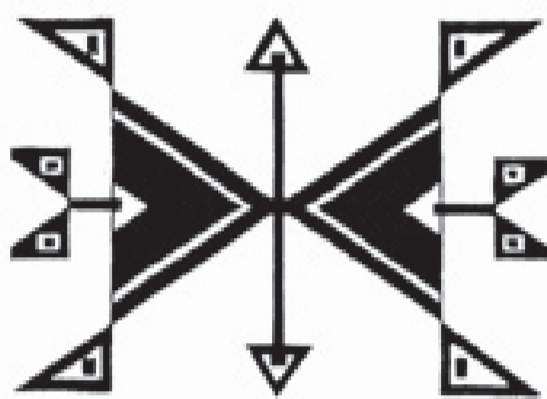
Teachings: 1. Healthy Risk-Taking. 2. Communication Skills. 3. Humor is Good Medicine. 4. Leadership Development. 5. Friendly Competition is Okay.

Setting: Have participants stand in the large circle. Push chairs back as this exercise needs lots of room.

Delivery:

1. The Facilitator will stand in the middle of the circle and give instructions with the microphone.
2. The remaining Facilitators will assist as judges and removing participants from the competition as it goes along.
3. The Facilitator will ask the participants, “How many of you like competition?” This energizer will be friendly competition and the last 5 remaining participants will win a prize!
4. When you do not get to your spot quick enough, a judge will ask you to remove yourself from the competition and cheer from the sidelines.
5. Let’s practice—When I shout these comments, you have to quickly get to your positions, either by yourself, teams of 2, teams of 3, teams of 4, or teams of 5. You have to be quick! We will demonstrate each one for you. When I shout “Sweep Your Tee Pee!”-Start sweeping and moving around the arena. When I shout “Dodge the Gossip!”-Bend down on one knee and dodge the gossip. When I shout “Look Over Your Horse!”-Grab another participant and reach across their back as if you’re looking over your horse. When I shout “Paddle Your Canoe!”—Line up behind each other in a team of 4 and paddle your canoe. When I shout “Hit the Trail!”-Line up behind each other in a team of 5 and slap your behind and yell.
6. Here we go-this is the competition Round! Go until you are down to your last 5 participants. Give prizes to the winners and a big affirmation to everyone!

The Facilitator will ask participants to respond to these questions: How many of you had a difficult time getting into this exercise? It is normal to hold back. During this training we are challenging each of you to exercise healthy risk-taking, enthusiasm, and leadership. Challenge yourself and your peers to be a healthy leader. Lets give our winners another affirmation!



Switch!

Teachings: 1. Healthy Risk-Taking. 2. Communication Skills. 3. Humor is Good Medicine. 4. Leadership Development. 5. Enthusiasm and Imagination are good leadership qualities.

Setting: Have participants stand in the large circle. Push chairs back to allow room for activity. Ask participants to team up with a partner they do not know and lock arms in teams of two.

Delivery:

1. The Facilitator will stand in the middle of the large circle to give instructions.
2. Ask participants to introduce themselves to their partner by first name.
3. Ask participants to say to their partners: “Your Are Handsome and Beautiful!” “You Are Worthy!” “You Are a Good Leader!” “Use Your Imagination!”
4. The Facilitator will say that a prize will be given to the participant who demonstrates the most imagination.
5. The Facilitator will say, “I am in the middle because all the partners are taken!” I will use my imagination and get one of you to take my place. When you are in the middle as I am, use your imagination, ask everyone to do something wild and crazy for a few seconds and then SHOUT- “Switch!” Everyone has to find a new partner by locking arms and standing together in the large circle. One person will find themselves without a partner and they are in the middle starting the next round.
6. The Facilitator will start by saying, “Everyone unhook arms—Put your duck wings out—Quack 4 times forward –quack-quack-quack-quack—“Switch!”
7. The Facilitator will give the microphone to the new person in the middle and start the next round. NOTE-If you cannot get all participants into teams of two and you have one person left-have him/her get into a team of three. Announce that there will only be one team of three and it is the first team to stand together.
8. After 3-5 Rounds, Have the Facilitators pick a participant who was in the middle and demonstrated good Imagination. Award the prize. Give affirmations to everyone.

The Facilitator will ask participants to respond to the questions: “How many of you were challenged with a problem and had to use your imagination to think of a creative solution?” “During this training, we challenge you to use your imaginations, be positive, and use your “strengths” to help yourselves and your friends.



Jack Rabbit Shuffle

Teachings: 1. Healthy Risk-Taking. 2. Leadership. 3. Creativity and Imagination. 4. Humor is Good Medicine. 5. Healthy Competition is Okay.

Setting: Have participants stand in the large circle. This energizer requires lots of room. The Facilitator will need a Hand Drum and/or Rattle.

Delivery:

1. The Facilitator will stand in the middle of the circle to give instructions. A microphone is needed.
2. The Facilitator will announce, “This is an Energizer that is friendly competition and prizes will be given to the top 5.” “The Facilitators will be judges.”
3. “You have all been to Pow Wow’s and know the beauty and grace of our Dancers.” “This is nothing like that!” “You will be doing the Jack Rabbit Shuffle.”
4. During the drumming and singing-you will be dancing, with imagination and creativity. While dancing, you will be chanting-“Mingle-Mingle”-It goes like this—“Mingle-Mingle-Mingle”-Lets say it together to practice—Pretty Good-A little louder this time!
5. During the dance I will shout some words-do what I say quickly-“Kick”-(demonstrate)-“Duck”-(demonstrate)-“Yell”-(demonstrate)-“Spin”-(demonstrate)-“Jump”-(demonstrate)-All the while you are chanting-Mingle-Mingle.
6. During the dancing, you will hold both hands in the air-symbolizing your Jack Rabbit ears and wave them back and forth-(demonstrate). You can also put your Jack Rabbit paws under your chin-(demonstrate) and go back and forth-(demonstrate).
7. “Okay, dancers assume your positions-Judges get ready-Here we Go!”
8. After several rounds, have the judges pick 2-3 contestants for a Dance-Off.
9. Have one of the Facilitators stand behind each dancer one at a time for audience applause to determine the top 5. Award prizes. Give an affirmation to everyone.

The Facilitator will ask participants to respond to the questions: “How many of you never thought Pow Wows could be so much fun?” This is to remind you of the importance of our Native culture and the strengths that come from our Native way of life. “What are some strengths that come from our culture?”



Giants-Wizards-Elves

Teachings: 1. Healthy Risk-Taking. 2. Leadership Development. 3. Team Work. 4. Using Your Intuition (feelings). 5. Communication Skills.

Setting: Have the Participants stand in the large circle and team up in pairs with someone they don't know, lock arms, and introduce themselves to each other.

Delivery:

1. The Facilitator will stand in the middle of the circle and give instructions.
2. Have the participants say to their partner: "You are Handsome and Beautiful!" "You are Worthy!" "You are a Good Leader!"
3. This Energizer is friendly competition and prizes will be given to the top 3-teams.
4. Ask the participants to place both hands on their heads—"We call this being stuck in our heads!" We say things like—"That will never work!" "Why are we doing this?" Now move your hands over your heart. We call this moving from your mind to your heart and use our "Intuition-Feelings." Now SHOUT to your partner—"I am ALIVE!"
5. There are 3 characters: Giants-This is their expression—Raise both hands over your head and yell-AAAHHHGG! The second character is a Wizard-This is their expression-Put both arms and hands out, use your magic, and say-SSZZZ! The third character is an Elf-This is their expression-Bend your knees, place a thumb near each ear, and go-Squeak-Squeak-Squeak!
6. You have three rounds. You will stand back-to-back and touch each other palm-to-palm—Do that now. Using your Intuition, get on the same heart level as your partner—Thinking and Feeling as one.
7. During the Rounds, there will be no talking, Quiet Please! I will Shout 1-2-3 Go! You will immediately spin toward your partner and as you are turning, become either a Giant, a Wizard, or an Elf. Your Goal is to MATCH! You have 3-chances to match. We will award prizes to three teams that Match all 3-Rounds. Begin. Award prizes. Give affirmations to everyone.

The Facilitator will ask participants to respond to the questions: "How many of you used your intuition to make a difficult decision?" It is important to express our feeling appropriately and trust our feelings, especially when our friends might be in trouble. During this training you will practice expressing your feelings in your communication skills.



Scavenger Hunt

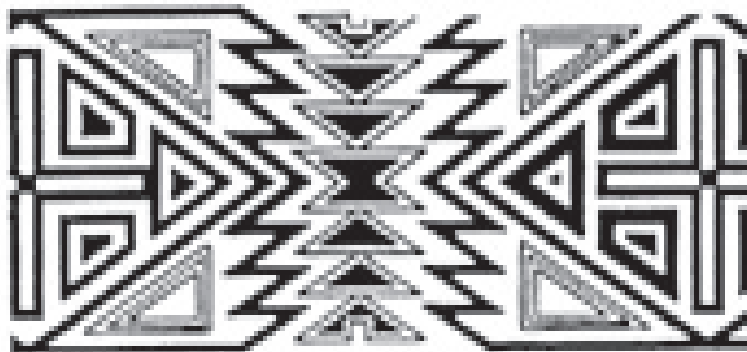
Teachings: 1. Team Work. 2. Communication Skills. 3. Leadership. 4. Healthy Risk-Taking. 5. Humor is Good Medicine. 6. Friendly Competition is Okay.

Setting: Have the participants stand in the large circle in their Clan Groups. This Energizer requires lots of room. Chairs may need to be moved.

Delivery:

1. The facilitator will stand in the middle of the large circle to give instructions. A second Facilitator is needed to assist with this Energizer. The other Facilitators will need to support on the side and help determine which Clan wins the Round.
2. The Facilitator will say, “This is a friendly competition Energizer and the Clan that wins the most Rounds will win a prize.”
3. Each Round begins with a Representative from each Clan “huddling” with the 2-Facilitators in the middle of the large circle.
4. The Facilitator will “whisper” to the Representatives their instructions to return to their Clans to retrieve items—For example, a pair of earrings, 2-shoe strings, a ring, a watch, a cap etc. Each round should have the Representative retrieving 4-5 items. The Representatives will bring the requested items back to the center of the circle. The first Representatives to do so, wins the Round for their Clan.
5. The Facilitator will conduct 3-4 Rounds. Award the Clan that wins the most Rounds. Affirmations to all participants.

The Facilitator will ask participants to respond to the following questions: “How many of you realize the importance of listening in the communication process?” “How many of you can listen without passing judgment.” This is called Empathy-being able to put ourselves in our peer’s situation. During this training, you will be asked to strengthen your communication skills.



Moccasins

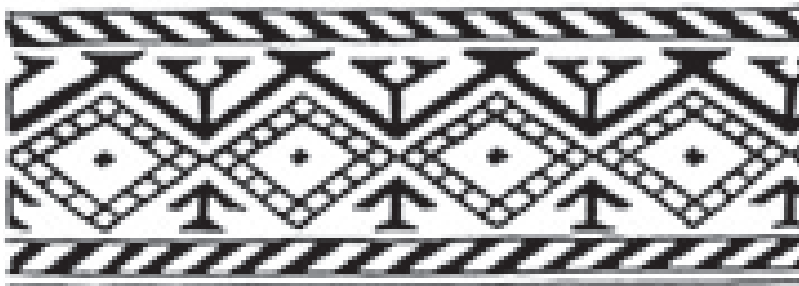
Teachings: 1. Being Positive-Seeing Solutions instead of Only Problems. 2. The Importance of Recognizing Success. 3. Taking a Healthy Risk. 4. Imagination and Creativity. 5. Healthy Risk-taking. 6. Leadership Development.

Setting: The participants will be asked to stand in the large circle and team up in three's with people they don't know or have not talked to in a while. The trio's will lock arms to show they are a team. This activity requires lots of room. Chairs may need to be moved.

Delivery:

1. The Facilitator will stand in the middle of the large circle to give instructions. A microphone is needed.
2. The Facilitator will announce this is a friendly competition and prizes will be given to the top 5 who demonstrate the most Creativity and Imagination.
3. The Facilitator will say, "This is a test of your Indian IQ—If you are a good Indian or ally of Indian people, you should have at least one pair of these shoes in your closet." The first is a pair of moccasins, whether they are fully beaded or a pair of plain canvas full of holes. The second is a pair of Air Jordans, since Indians are good athletes. The third is a pair of Lace-Up Ropers, since Indians are also good Cowboys and Cowgirls. In your teams, each of you will select one of the 3-shoes. Do that now!
4. Give yourselves a hand for selecting your shoes in a non-violent way!
5. The Facilitator will announce there are three Rounds and Representatives from each shoe will take turns, starting with the Moccasins. "Moccasins" face your teammates, use your imaginations and ask your teammates to go out into the circle and do something positive, i.e. "Go sing Do You Believe in Magic" to 5 people. After a few minutes, the Facilitator will ask participants to return to their Teams of 3. Give the Moccasins an affirmation.
6. In the second and third Rounds, the Facilitator will remind the participants that whatever was done in previous rounds cannot be repeated, something new has to be done—"We want to see some singing and dancing!" "Be Creative!"
7. After the 3-Rounds and affirmations, the Facilitators will select 5-participants that were the most creative. Award winners. Affirmations to everyone.

The Facilitator will ask participants to respond to the following questions: "How many of you have accomplished a task or project at school or home and were not recognized?" "How did that make you feel?" During this training, we do acknowledge leadership-Give yourselves and the winners an affirmation!



Large Group Trust Fall

Teachings: 1. Healthy Risk-Taking. 2. Importance of Caring and Support. 3. Importance of Maintaining Trust. 4. Importance of Positive thinking (visioning). 5. Leadership Development.

Setting: The participants will be asked to stand in the large circle. This Energizer requires lots of room. Chairs may need to be moved. The entire Facilitation team will need to assist to make sure the “spotters” are in position.

Delivery:

1. The Facilitator will say, “This is the most challenging team and trust building activity we will ask you to complete.” “It requires total concentration and commitment to follow-through on your responsibility.”
2. The Facilitator will ask for 3-volunteers to demonstrate a trust fall. The 3-volunteers are brought to the middle of the circle and an affirmation is given for their healthy risk-taking. They are asked to assume their positions: one is asked to stand in the middle and the other two are asked to stand in front and behind the middle person.
3. Their roles are defined: the person in the middle is the “risk-taker,” the two on the front and back are “spotters.” The three practice their voice drill: The “risk-taker” says, “Spotters Ready!” The “Spotters” say, “Spotters Ready!” The Risk-Taker says, “Falling!” The Spotters say, “Fall Away!” They practice this sequence several times until they have it down. The Facilitator says, “This time the Risk-Taker will actually “Fall Away” either forward or backward and the “Spotters” will catch him/her and gently push them the other direction—This occurs several back and forths and the Facilitator asks the “Spotters” to stand the “Risk-Taker” straight up. Affirmations for the 3-volunteers.
4. The Facilitator says we will use those same “Spotting” techniques for a large group “Trust Fall.” A volunteer is selected. The “Spotters” line up directly across from each other and stretch their arms out-palms up, bend their knees, one foot in front of the other, remove their watches-bracelets-caps, and wait for the volunteer to stand on a chair and get ready to practice the sequence: “Spotters Ready!” “Spotters Ready!” “Falling!” “Fall Away!”
5. When the Risk-Taker and Spotters are ready the Facilitator will stand next to the Risk-Taker and announce, “This time he/she will actually fall and you “Spotters” will catch him/her and gently shuffle them down the line to the end and then stand him/her up.” The Facilitators will assist by encouraging the Spotters to move in tightly and “Be Ready!” The Spotters will shout the Risk-Taker’s favorite cookie as they shuffle him/her down the line—“Chocolate Chip-Chocolate Chip!”
6. Affirmations to everyone for success! Award the three volunteers and the Risk-Taker with a prize.

The Facilitator will ask participants to respond to the following questions: “What did it feel like to be a “Spotter?” What did it feel like for the Risk-Taker?” It is okay to take healthy risks, especially when we know we have support. There are consequences for our decisions—Let’s make good decisions!



Untying the Knot

Teachings: 1. Team Work. 2. Communications. 3. Leadership. 4. Imagination and Creativity. 5. Healthy Risk-Taking.

Setting: The participants will be asked to stand in their Clan circles in the large group. All Facilitators can assist the Clans.

Delivery:

1. The Facilitator will stand in the middle of the circle and give instructions.
2. This Energizer requires good team work and the first Clan to finish will receive a prize.
3. Everyone reach across and grab onto another Clan member's right hand and don't let go. Now reach across and grab onto another Clan member's left hand and don't let go.
4. Your goal is to work together as a healthy team, practice good communication skills and untie your knot as quickly as possible. If anyone in your Clan breaks their handhold, you will need to start over. The Facilitators are the judges. 1-2-3-Go!
5. Award a prize to the winning Clan. Affirmations to everyone.

The Facilitator will ask participants to respond to the following questions: "What were some helpful strategies your team used?" Everyone on a healthy team needs to feel they are making a contribution, is recognized, and given opportunities.



Sharing Our Wellness

Teachings: 1. Generosity and Service are important. 2. Personal Wellness is Important. 3. Caring and Support is Important. 4. Friendly Competition is Okay. 5. Healthy Risk-Taking.

Setting: The participants are asked to stand in the large circle. This Energizer needs lots of room. The other Facilitators will assist by demonstrating how the balloons are passed and to judge the participants for creativity. The Facilitator will need a Hand Drum and/or Rattle.

Delivery:

1. The Facilitator will stand in the middle of the large circle to give instructions.
2. A Facilitator will pass a balloon to every other participant and ask them to blow them up to facial size and tie them off and gently hold them.
3. The Facilitator will say, “The balloons represent our “personal wellness” and so we need to nurture them and share them with others.
4. Two Facilitators will demonstrate how the balloons will be shared-symbolizing sharing our wellness. One Facilitator will place the balloon between their thighs and pass it to the other Facilitator either in front or behind. Affirmation given for the demonstration.
5. The Facilitator will say, “This is friendly competition and prizes will be given to the top 3 participants who demonstrate leadership and creativity.”
6. The Facilitator will say, “I will sing a 2-Step song with a Hand Drum and you will begin to pass your wellness balloons in a clockwise direction—Be quick because someone is passing another balloon to you! As you are receiving and passing balloons, you need to be doing a creative dance-you are being judged!
7. 1-2-3-Go! After a few minutes, stop the competition and award the 3-prizes. Affirmations to the winners and to everyone.

The Facilitator will ask participants to respond to the following questions: “In this Energizer, you were symbolically sharing your strengths, give me some examples in the real world, where you are generous and volunteer in your community.” Being of service is important and in this training we are challenging you to help others in a good way.



Hoop Dance

Teachings: 1. Healthy Risk-Taking. 2. Leadership. 3. Cultural Strengths. 4. Friendly competition is Okay. 5. Imagination and Creativity.

Setting: The participants will stand in the large circle. This Energizer requires a lot of room. All Facilitators can participate and also serve as judges. A Hand Drum and/or Rattle and 2-Large Hoola Hoops are required.

Delivery:

1. The Facilitator will stand in the middle of the large circle and give instructions. A microphone is needed.
2. The Facilitator will say, "This is friendly competition and 2-prizes will be given to participants that demonstrate Creativity and Leadership."
3. The Facilitator will say, "This Hoola Hoop will be quickly passed from participant to participant in a clockwise direction when I start singing." "When I stop singing, whoever is holding the Hoop will step o ==ut and do their best Hoop Dance using 2-Hoops." Say to your neighbors, "Step-Up-Don't Hold Back!" "You Are Handsome and Beautiful!" "You Are a Leader!"
4. The Facilitator will conduct 4-5 Rounds of competition. The Facilitators will select the top 2-Dancers and award prizes. Affirmations to the winners and everyone.

The Facilitator will ask participants to respond to the following questions: "What was going through your minds if you were caught holding the hoop?" "How many of you were so scared in a real life situation that you couldn't act?" During this training we have challenged you to express your feelings appropriately and not let fear stop you from growing and helping others. Keep up the good work!



Appendix E

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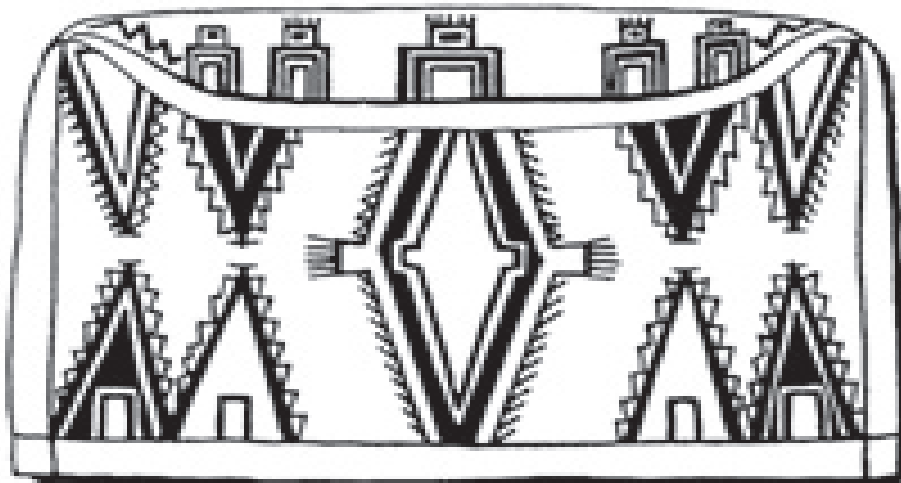
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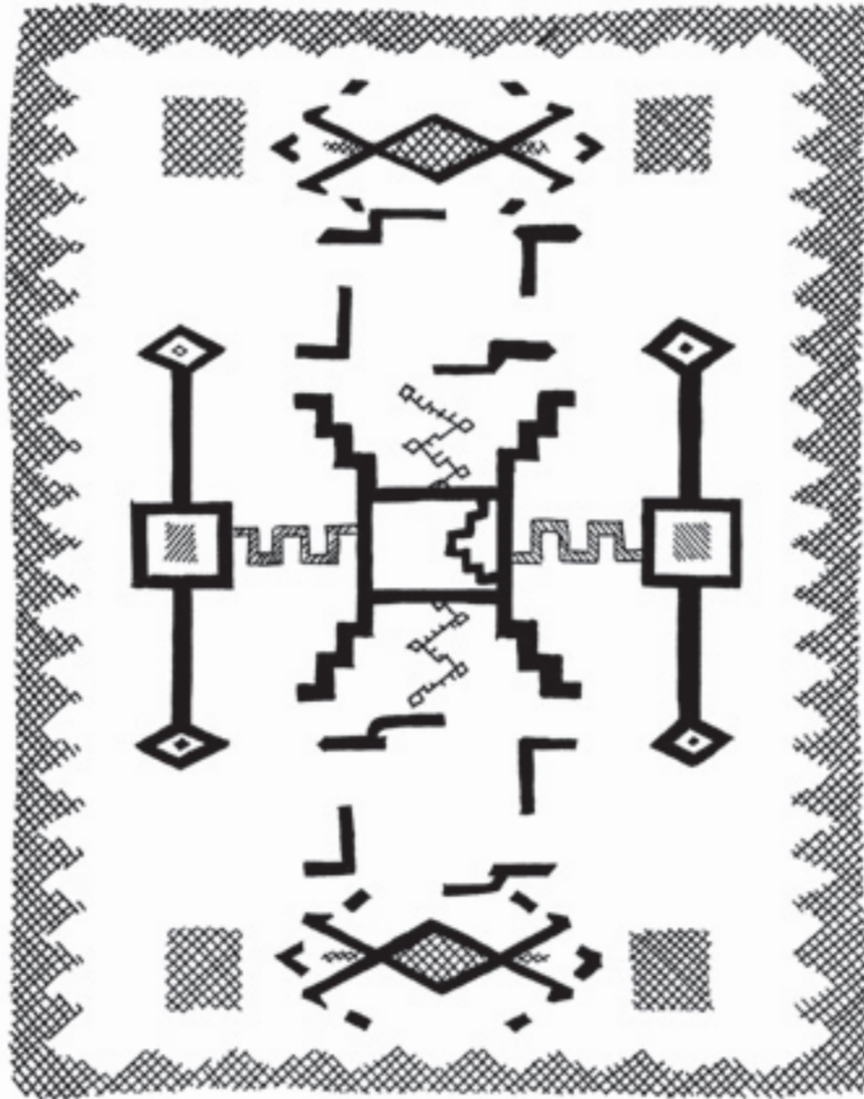
A Workshop for Managing Diversity in the Workplace. S. Kanu Kogod

The Zen of Groups. Dale Hunter, Anne Bailey, Bill Taylor. Fisher Books



Appendix F

Evaluation of Native H.O.P.E. Training



EVALUATION OF THE Native Hope TOF Training Day One

To learn how the program met your needs and expectations, please complete the following evaluation form by circling the number that best represents your opinion of this session. Thank you.

1. I understand the role of each of the following:

Rating scale: 5=excellent to 1=poor

Facilitators	5	4	3	2	1
Clan Leaders	5	4	3	2	1
Rovers	5	4	3	2	1

2. To what extent was each objective met? The objectives of this session were for participants to:

Objective 1:	To learn how to create a safe/sacred place for learning	5	4	3	2	1
Objective 2:	To be aware of importance of cultural competency	5	4	3	2	1
Objective 3:	To become familiar with team-trust building process	5	4	3	2	1
Objective 4:	To learn about group process	5	4	3	2	1
Objective 5:	To practice facilitation skills	5	4	3	2	1

- | | | | | | |
|--|---|---|---|---|---|
| 3. I understand the important role of the Community Mobilizer | 5 | 4 | 3 | 2 | 1 |
| 4. The information helped me in my Personal Wellness | 5 | 4 | 3 | 2 | 1 |
| 5. I understand my role as a facilitator, clan leader, or rover | 5 | 4 | 3 | 2 | 1 |
| 6. I enjoyed the Team-building Activities | 5 | 4 | 3 | 2 | 1 |
| 7. I understand the logistical responsibilities of the training delivery | 5 | 4 | 3 | 2 | 1 |
| 8. I am committed to helping to deliver the Native HOPE training | 5 | 4 | 3 | 2 | 1 |

The 3 most important things I learned from the sessions today were:

One thing I can do with the information I learned today is:

EVALUATION OF THE Native Hope TOF Training Day Two

To learn how the program met your needs and expectations, please complete the following evaluation form by circling the number that best represents your opinion of this session. Thank you.

1. I am familiar with the Native HOPE curriculum for the following days:

Day One	5	4	3	2	1
Day Two	5	4	3	2	1
Day Three	5	4	3	2	1

2. To what extent was each objective met? The objectives of this session were for participants to:

Objective 1:	Helping Native youth break the Codes of Silence	5	4	3	2	1
Objective 2:	Use the "See It – Say It" Communication Process	5	4	3	2	1
Objective 3:	Understand the 4- risk factors contributing to suicide	5	4	3	2	1
Objective 4:	Knowledgeable of the Sources of Strength model	5	4	3	2	1
Objective 5:	Helping Native youth break unhealthy cycles	5	4	3	2	1
Objective 6:	Understand the Peer-to-Peer Presentation Process	5	4	3	2	1
Objective 7:	Understand the Strategic Visioning Process	5	4	3	2	1

- | | | | | | |
|--|---|---|---|---|---|
| 3. I am aware of the importance of helping youth make referrals/set boundaries | 5 | 4 | 3 | 2 | 1 |
| 4. I understand how to assist youth with establishing healthy relationships | 5 | 4 | 3 | 2 | 1 |
| 5. I feel comfortable with my facilitation role in the Native HOPE curriculum | 5 | 4 | 3 | 2 | 1 |
| 6. I am committed to being a good team member and role model | 5 | 4 | 3 | 2 | 1 |
| 7. I am committed to helping to create positive change | 5 | 4 | 3 | 2 | 1 |
| 8. I am committed to assist the Native youth with their Strategic Action Plan | 5 | 4 | 3 | 2 | 1 |

The 3 most important things I learned today were:

One thing I can do with the information I learned today is: