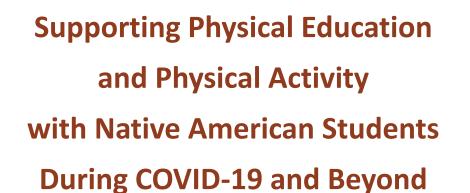
ONLINE LEARNING INSTITUTE



Wednesday, April 7, 2021

11:00 - 2:00 PM PT | 2:00 - 5:00 PM ET











We're glad you're here!

Please introduce yourself in the Chat Box. Tell us:

- Name
- Tribal Affiliation
- Organization & Location
- Pronouns





OBJECTIVES

By end of the training event, participants will be able to:

- Understand the impacts of historical trauma
- Articulate strategies for improving Native student mental health
- Define Indigenous concepts of wellness
- Integrate Native culture and place-based components into PA activities
- Describe PE/PA best practices





Whose traditional homelands are you living on today?





ABOUT US



Nicole Myers-Lim JD Executive Director (Pomo)



Christina Tlatilpa Inong
ASW
Program Specialist
(Nahua & Purepecha)



Jesse Tedrick
BA
Community Engagement
Specialist



Katherine Hawksworth MPH Program Manager





AGENDA

- ✓ Welcome and Introductions
- Group Agreements
- Ice-Breaker
- Project Purpose
- SEL/PA
- Physical Activity (PA)
- BREAK
- Physical Education (PE)
- Reflections
- Closing







GROUP AGREEMENTS

- Actively Participate
- One Mic
- Don't Yuck My Yum
- Step Up / Step Back
- Have Fun







ICE-BREAKER: GETTING TO KNOW YOU

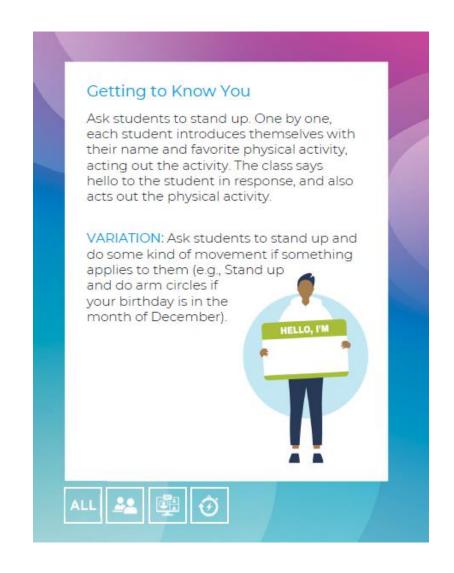
 Favorite Native athlete and why

 Demonstrate their known activity





ICE-BREAKER: GETTING TO KNOW YOU





PROJECT PURPOSE

To assure training and TA focused on Physical Education and Physical Activity (PE/PA) programs, policies, and practices post COVID-19

are relevant to and reach Native students





KEY FINDINGS

- High levels of mental health
- Huge disparities
- School PE curricula not inclusive
- Native student athletes experiencing grief and loss







KEY FINDINGS

- School PE deprioritized
- Emphasis needs to be on fun
- Engage parents/caregivers
- Successful support informed by community







Kelly Cornett, MS

Health Scientist, Research Application and Evaluation Team

Healthy Schools Branch, Division of Population Health

Centers for Disease Control and Prevention







SOCIAL EMOTIONAL LEARNING & PHYSICAL ACTIVITY

- School-based physical activity can help cultivate a positive SEC and strengthen SEL.
- A Comprehensive School **Physical Activity Program** increases opportunities for social interaction and enjoyment of learning alongside peers.

School Physical Education and Physical Activity Policies Can Support the Social and Emotional Climate and Lea

The Whole School, Whole Community, Whole Child (WSCC) framework shows how multiple aspects of the school environment support students' health, well-being, and academic success. This brief describes connections beth Comprehensive School Physical Activity Program (CSPAP), the social and emotional school climate (SEC), and a that support students' social and emotional learning (SEL).



Schools are in a unique position to help students get the nationally recommended 60 minutes or more of moderate-to-vigorous-intensity physical activity daily. A CSPAP provides time for organized and free-time physical activity for students through

- Physical education.
- The ability to regulate one's Physical activity during school emotions, thoughts, and recess, physical activity break in different situations.
- Physical activity before and a (e.g., walk-, bike-, or roll-to-sc
- Family and community engage

A positive SEC helps facilitate effective teaching and learning by helping to develop students'SEL,

- Managing emotions.
- Setting and achieving positive
- · Feeling and showing empath
- Establishing and maintaining
- Making responsible decisions

The SEC includes aspects of students' educational experience that influence their social and emotional devel A positive SEC helps create safe and supportive learning environments that can affect students

- Engagement in school activities.
- Relationships with other students, staff, family, and community
- · Academic performance.

Schools can support a CSPAP and reinforce SEL core competencies at the same time.

Although schools may use specific SEL programs, curricula, and instructional practices to help students develop these skills. SEL core competencies can be taught in many ways and in various settings, such as physical education and recess, throughout the school day. The table below describes each of the SEL core competencies and provides examples of school physical activity policies and practices that reflect these competencies

Social and Emotional Learning Core Competencies

The ability to accurately recognize one's emotions and thoughts and their influence on behavior.



Physical Education and Physical Activity Policies and Practices That Suppo Social and Emotional Learning Core Compete Physical education teaches students to: Develop motor skills, knowledge, and behaviors that influence their ability

- emotions may influence sedentary habits

Recognize the value of physical activity for health, enjoyment, challenge, self-

- Physical education teaches skills, including How to set goals and practice motor skills
- How to exhibit responsible personal and social behavior that respects

Schools can:

Avoid using physical activity as punishment or withholding opportunities for physical activity as punishment.

The ability to empathize with others from diverse backgrounds and cultures, understand social and ethical norms for behavior and recognize family, school. and community resources

maintain healthy and

rewarding relationships with diverse people and groups.



Provide materials about physical education and physical activity in

- languages that students and parents speak at home.

 Provide safe and age-appropriate equipment for physical education, physical activity, and recess during the school day.
- Assess student needs related to physical activity and provide counseling and other services to meet those needs and overcome barriers.
- and other services to meet those needs and overcome barners.

 Ensure that school policies address weight-based bullying and teasing.

 Ensure that the physical education curriculum features programming that
- reflects the student body, including students with disabilities and different body shapes and sizes.
- Provide daily recess to allow time for social interaction, relationship building and free play with peers.

Physical education lessons that teach cooperation and conflict resolution can Relationship Skills foster teamwork between peers and with teachers. Active lessons in the dassroom also allow students to participate in physical The ability to start and

- activity with a supportive and caring adult.

 Recess also allows for developing social interaction skills.

Ensure that classroom physical activity is appropriate and safe for all

Responsible Decision-making

The ability to make constructive and respectful choices about how to behave and interact after considering ethical standards, safety concerns and social norm and after realistically evaluating consequences of various actions and the well-being of self and others.

Physical education teaches how to set goals and track activities to encourage

 Involve families and engage students through focus groups to provide input about policies and practices for physical education and physical activity. Allow daily recess for free play, autonomous decision making, and creat



cdc.gov/healthyschools/school based pa se sel.htm

SOCIAL EMOTIONAL LEARNING & PHYSICAL ACTIVITY

School leaders can:

Recognize the value for self-expression and social interaction

Support physical activity integration in the classroom

Offer daily recess for free play and socialization

Encourage teachers and staff to model active lifestyles

Promote free and low-cost activities

Create shared-use agreements

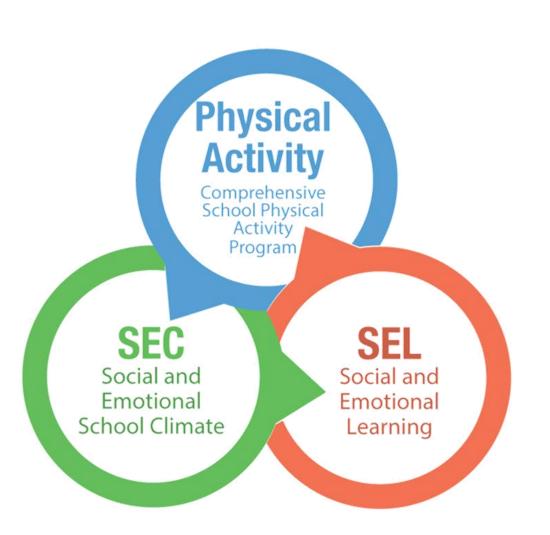
Prohibit using physical activity as punishment







SOCIAL EMOTIONAL LEARNING & PHYSICAL ACTIVITY





WELLNESS

Click on the link in the chat or scan this QR code to join us in a collective virtual brainstorm.

Tell us how you define WELLNESS











WELLNESS



- You will receive instruction to follow a link in the chat or scan a QR code.
- Follow the facilitated instructions to add content live.
- Add an example by clicking the symbol & proceed with typing
- If you agree with an example someone else suggested use the \int icon to indicate that you agree.





FOUNDATION







WELLNESS SOCIAL & MENTAL HEALTH IMPACTS

• The <u>pandemic</u> is having a major impact on everyone's lives, including additional life challenges that cause extra stress on both adults and children.

Anyone can experience increased feelings of: stress, anxiety, or depression.

- Behavioral changes across age groups can range from:
 - Changes in eating and sleeping habits
 - Emotional outbursts

STAYING INTENTIONAL DURING THE PANDEMIC

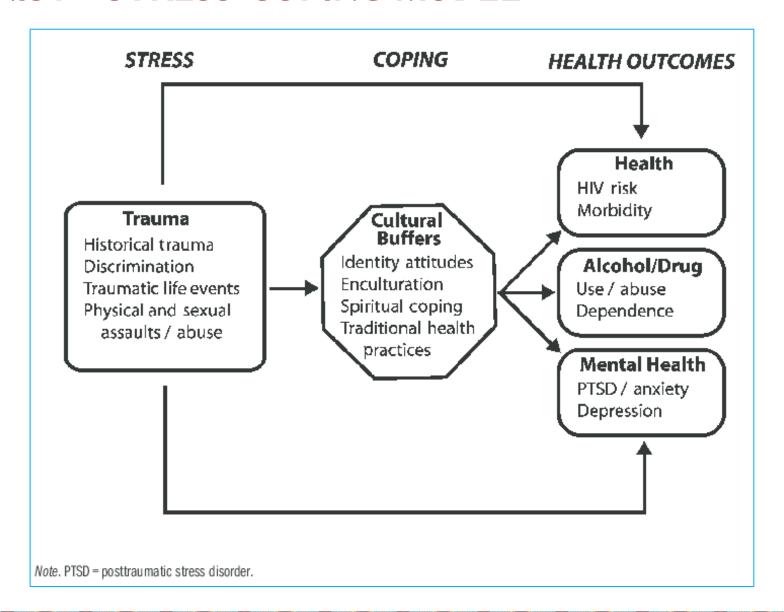
Additional impacts of quarantine/social distancing on our mental health:

Stress can cause the following:

- Changes in appetite, energy, desires, and interests
- Difficulty concentrating and making decisions
- Physical reactions, such as headaches, body pains, stomach problems, and skin rashes

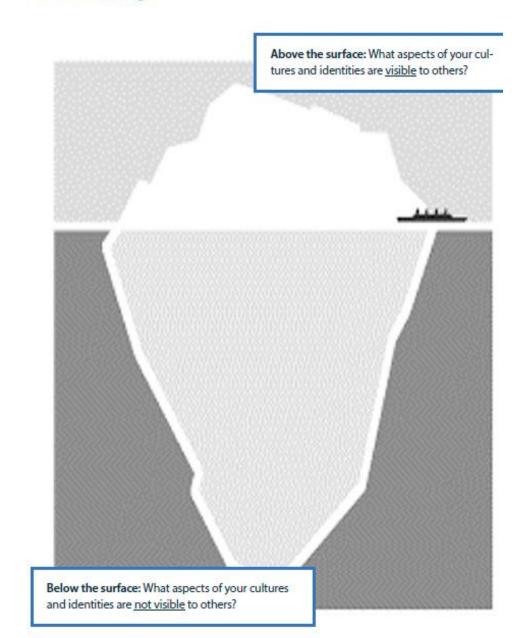
Source: CDC

"INDEGENIST" STRESS-COPING MODEL



CULTURAL ICEBERG

Above and Below: Your Cultures and Identities as an Iceberg



CULTURAL ICEBERG

Above and Below: Your Cultures and Identities as an Iceberg (Continued)



MENTAL HEALTH

IN INDIAN COUNTRY DURING COVID-19



Self care is more than washing your hands and social distancing, it includes taking care of your mental health.



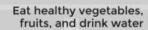
Stay in touch with family and friends by call, text, or facetime



Develop a routine to stay healthy physically and mentally



Revisit traditional or modern aspirations and skills





Make sure your news and social media is coming from a reliable source to limit stress and fear





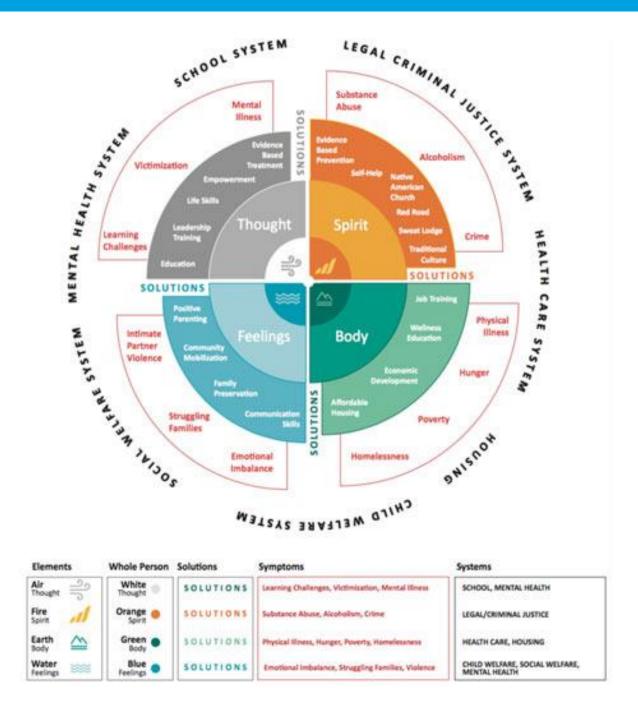




IDENTITY & HEALTH

 How does our identity impact our health within these systems?

Source: <u>Community Wellness - Native</u> American Health Center (nativehealth.org)



CULTURAL APPROPRIATION

- "Cultural appropriation is not about a simple 'borrowing' of cultural elements or an equal cultural exchange — it's a much more insidious, harmful act that reinforces existing systems of power," Dr. Adrienne Keene, <u>The Benefits of Cultural 'Sharing' Are Usually One-Sided</u>, 2015
- "When items from Native American cultures are used by non-native popculture their meanings become erased and disrespected...its original power and sacred meaning have been all but lost to the non-native public." Dr. Adrienne Keene, <u>The Rocky Mountain Collegian</u>, 2016



ACTIVITY





CULTURAL APPROPRIATION ACTIVITY

Poll Statement: Taking the time to learn how to correctly pronounce names of people and places

A. Culturally Appropriate

ACTIVITY
Raise the Roof

B. Cultural Appropriation

Cross Arms

CULTURAL APPROPRIATION ACTIVITY

Poll Statement: Dressing up as someone from another culture as a costume

A. Culturally Appropriate

ACTIVITY
Raise the Roof

B. Cultural Appropriation

Cross Arms

CULTURAL APPROPRIATION ACTIVITY

Poll Statement: Travel, take cooking classes, read books, visit museums to learn about and enjoy other cultures

A. Culturally Appropriate

ACTIVITY
Raise the Roof

B. Cultural Appropriation

Cross Arms

RESOURCES FOR YOUR WELLBEING

- Your Local Indian Health Service Clinic
- WeRNative: <u>Home We R Native</u>
- Strong Hearts Native Helpline: StrongHearts Native Helpline | Home (strongheartshelpline.org)
- Indigenous Story Studio: <u>Home Indigenous Story Studio</u> (istorystudio.com)

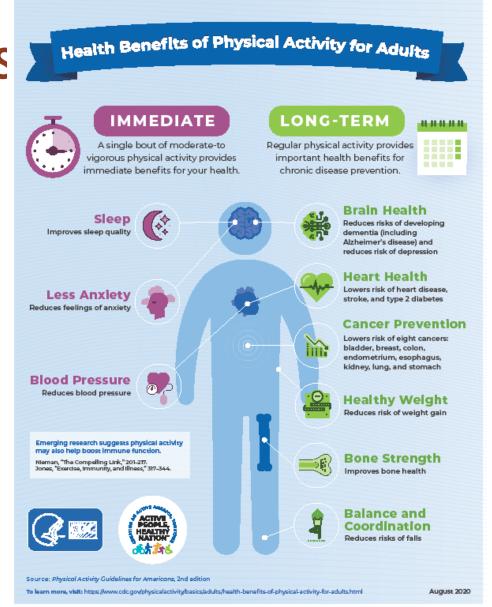
PHYSICAL ACTIVITY







IMPORTANCE OF PHYSICAL EXERCIS FOR MENTAL WELLBEING Health Benefits of Physical Activity for Adults FOR MENTAL WELLBEING



TRADITIONAL FITNESS MODELS

Caloric Cost of Various Hunter-gatherer or Forager Activities and Recommended Equivalent Modern Activities

		Caloric Expenditure (Kilocalories/Hour)	
Hunter-Gather Activity	Modern Equivalent Activity	176 lb. Man	132 lb. Woman
Carrying logs	Carrying groceries, luggage	893	670
Running (cross country)	Running (cross country)	782	587
Carrying meat (20kg) back to camp	Wearing backpack while walking	706	529
Carrying young child	Carrying young child	672	504
Hunting, stalking animals	Interval training	619	464
Digging (tubers in field)	Gardening	605	454
Dancing (ceremonial)	Dancing (aerobic)	494	371
Carrying, stacking rock	Lifting weights	422	317
Butchering large animal	Splitting wood with axe	408	306
Walking—normal pace (fields and hills)	Walking—normal pace (outside on trails, grass, etc.)	394	295
Gathering plant foods	Weeding garden	346	259
Shelter construction	Carpentry, general	250	187
Tool construction	Vigorous housework	216	162

BREAKOUT GROUPS





BREAKOUT: HOW WOULD YOU ADAPT THIS CARD?

Touch Blue

Ask students to touch something with a certain attribute (e.g., "touch blue" - and students touch something blue in their setting). Other ideas: "touch something cold," or "touch something that makes you happy." Students can move around their space and off screen, but they should be able to hear the next instruction. Wait 10 seconds between instructions so the game moves quickly. If a participant cannot find an item during any of the rounds, provide them with an alternative physical activity (e.g., march in place, stretch, high knees, etc.).

TIP: Tie in concepts from lessons being taught (e.g., science – touch something recyclable). Then, have students debrief what they touched.



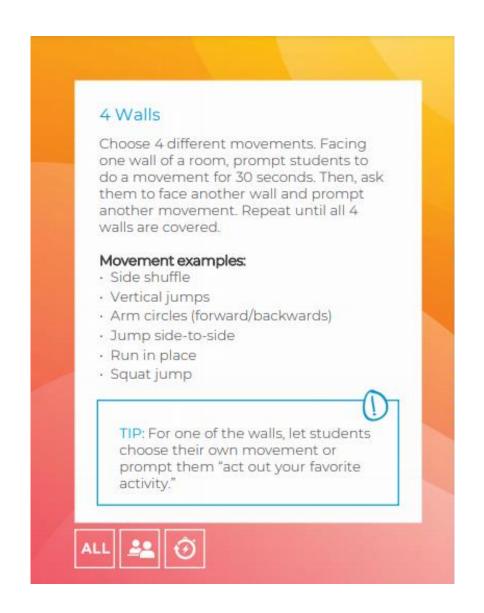








BREAKOUT: HOW WOULD YOU ADAPT THIS CARD?





LARGE GROUP DISCUSSION: HOW DID IT GO?







Autumn Quiver

San Felipe Pueblo | Diné | Lakota Sioux

Notah Begay III Foundation

NB3FIT Program Coordinator











NB3 Foundation Mission

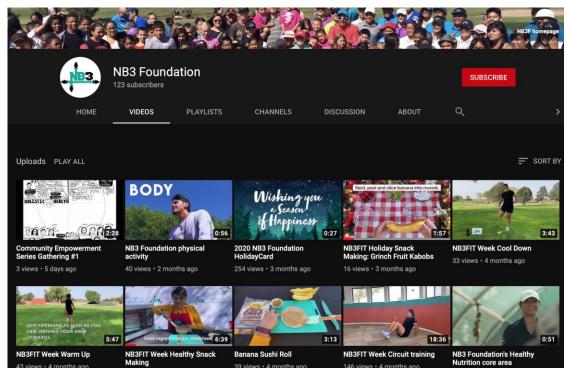
To ensure Native children achieve their full potential by advancing cultures of Native American community health.

We focus on four essential core areas needed to ensure healthy, thriving children:

- Healthy Nutrition
- Physical Activity
- Cultural Connections
- Youth Development



Covid19 Safe: Youtube Videos





NB3 Foundation Youtube Page

https://www.youtube.com/channel/UCoPLmWArQccVELUCTRLi8IQ/videos?view=0&sort=dd&flow=grid

NB3FIT Sock Frenzy

https://www.youtube.com/watch?v=Rz1KvuKAfc4



NB3FIT Virtual Programming FIT KIDS Partnership





Coach's Corner

HOME / COACH'S CORNER

2020-2021 Fit Kids Program

CURRICULUM & TRAINING

K-8 Curriculum (2020-2021)



IN-PERSON PROGRAM



Leading Fit Kids Indoors



COVID-Modified Program





31-Day Calendar



Fitness Games



DISTANCE LEARNING

Video Library



VIDEO RESOURCES

Video Library List (PDF)

Bodyweight Workout Videos: Core

HOME / COACH'S CORNER / VIDEO LIBRARY / BODYWEIGHT WORKOUT VIDEOS: CORE



CORE WORKOUT #1





CORE WORKOUT #2





CORE WORKOUT #3









CORE WORKOUT #5



NB3FIT Virtual Programming FIT KIDS Video Implementation

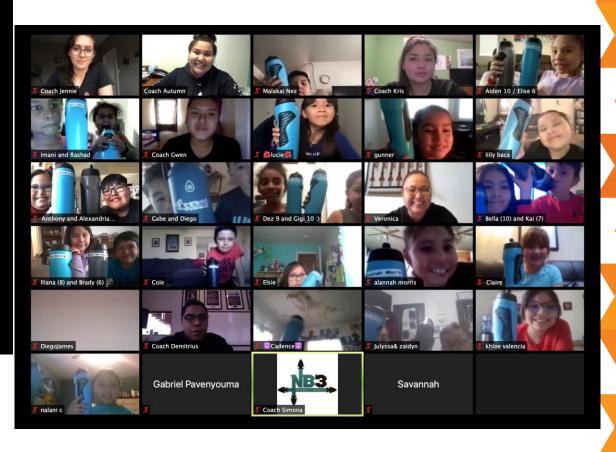






NB3FIT Virtual Programming 32 oz Water Bottle | Steps Tracker







NB3FIT Virtual Programming Steps Tracker | BINGO Activity Card

40.000 =	July .
<u>10,000 +</u>	You reached the goal!
8,800	You reached the 95 Collect 2 tickets
8,400	mal
8,000	
7,600	- Ways to meet your daily step goal:
7,200	Take a walk as a family Ride your bike before school
6,800	Take a walk before online
6,400	Clean your yard Help at the field Hit some golf balls Take your dog for a walk
6,000	Build an obstacle course Dribble a soccer ball Play tag with your siblings
5,600	Dribbile a basketball - Flay tag with your siblings
5,200	HYDRATION is KEY! Remember to drink plenty of water while you're getting
5,000	your steps in!
4,800	Fill in each square after you've logged your steps for the day!
4,400	STEPS
4,000	Monday ———
3,600	Tuesday
3,200	Wednesday
2,800	Thursday
2,400	Friday
2,000	
1,600	Saturday
1,200	Sunday
800	
400	
	DAILY STEP TRACKER



Indoor Scavenger Hunt

Covid-19 Safe Physical Activity Ideas



#BREAKTIME





PHYSICAL EDUCATION







Cultural Considerations

Key Questions

 What are important considerations for adapting physical education and activities to better serve Native Youth?

 What do I need to be asking of my administration, teachers, parents?





Cultural Considerations

- What other cultural representations might be adaptable and appropriate?
 - Ex: Drumming- can be different in different cultures
 - + Consideration: Leadership to come from the community
- Should students and families be engaged to help adapt and lead these activities?
 - Ex: Native students who are often already marginalized by K-12 institutions may be triggered by experiences.
 - + Consideration: How to create an environment of positivity and support?





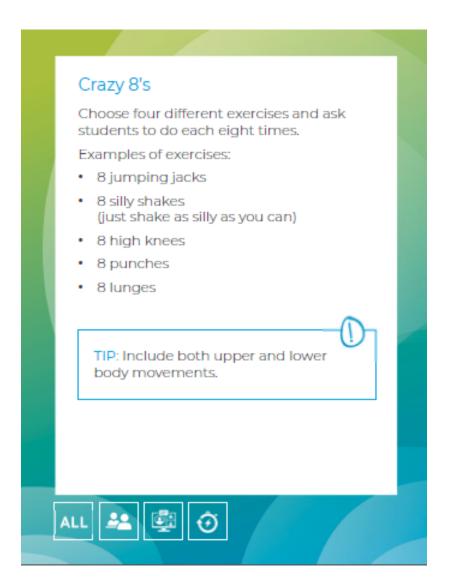


ACTIVITY





PHYSICAL ACTIVITY CARD



Crazy 8's Choose fou

Choose four different exercises and ask students to do each movement eight times counting off in their native language.

F . 3 F . 3 F .

Examples of exercises:

- · 8 jumping jacks
- 8 silly shakes (just shake as silly as you can)
- · 8 high knees
- 8 punches
- 8 lunges

COUNTING TO EIGHT IN POMO

- 1. Kallii 5. Laemma
- 2. Xotch 6. Ts`aadii
- 3. Xomkah 7. Ku'laxotch
- 4. Doal 8. Xogadol



Cultural Considerations







PHYSICAL EDUCATION - INITIAL RECOMMENDATIONS

- Rethink the PE Framework
- Curricula
- Staffing
- Culturally Sustained Pedagogy

https://edsource.org/2020/how-p-e-teachers-are-trying-to-get-students-off-the-couch-during-the-pandemic/642765







5TH GRADE PRESENTATION DAY



CULTURALLY SUSTAINING PEDAGOGY

- What is the goal of CSP?
 - "To perpetuate and foster linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a necessary response to demographic and social change" (UNC).
- Dr. Django Paris CSP seeks to perpetuate and foster linguistic, literate, and cultural pluralism as part of schooling for positive social transformation and revitalization.



ADDITIONAL RECOMMENDATIONS

- Ensure a comprehensive approach
- Develop key messages
- Engage coaches
- Engage Native peer athletes
- Seek opportunities







ADDITIONAL RECOMMENDATIONS



- PA opportunities and PE credit
- Facilitate culturally-specific games
- Encourage inter-generational activities
- Focus on solo sports and activities
- Create the space for Native students to provide perspectives
- Make it fun!





Chelsey Luger

Co-Founder

Well for Culture

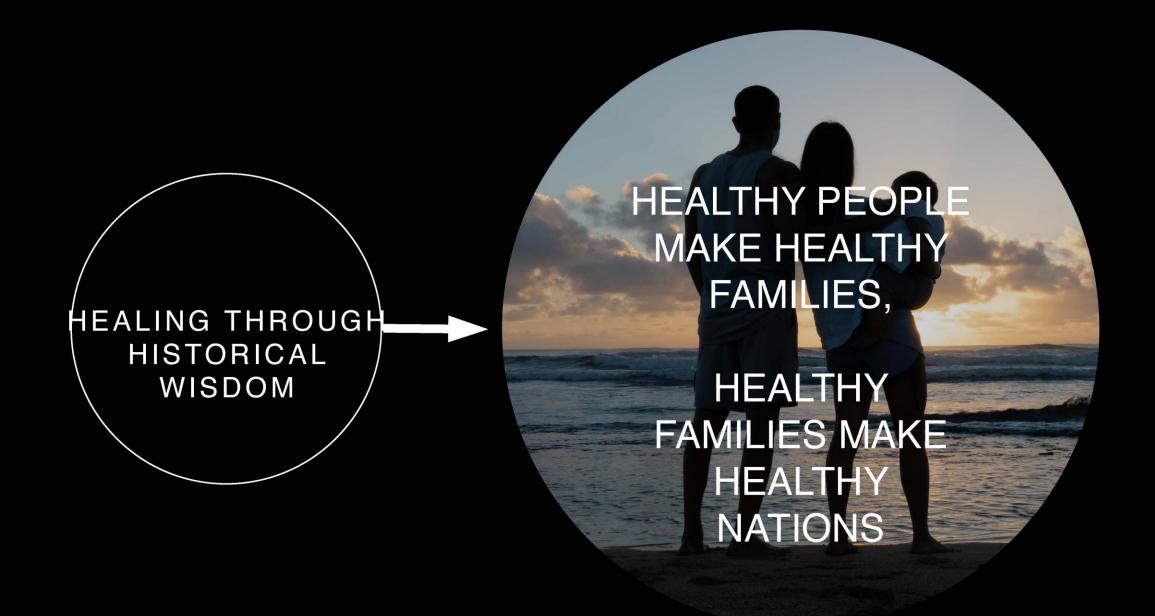




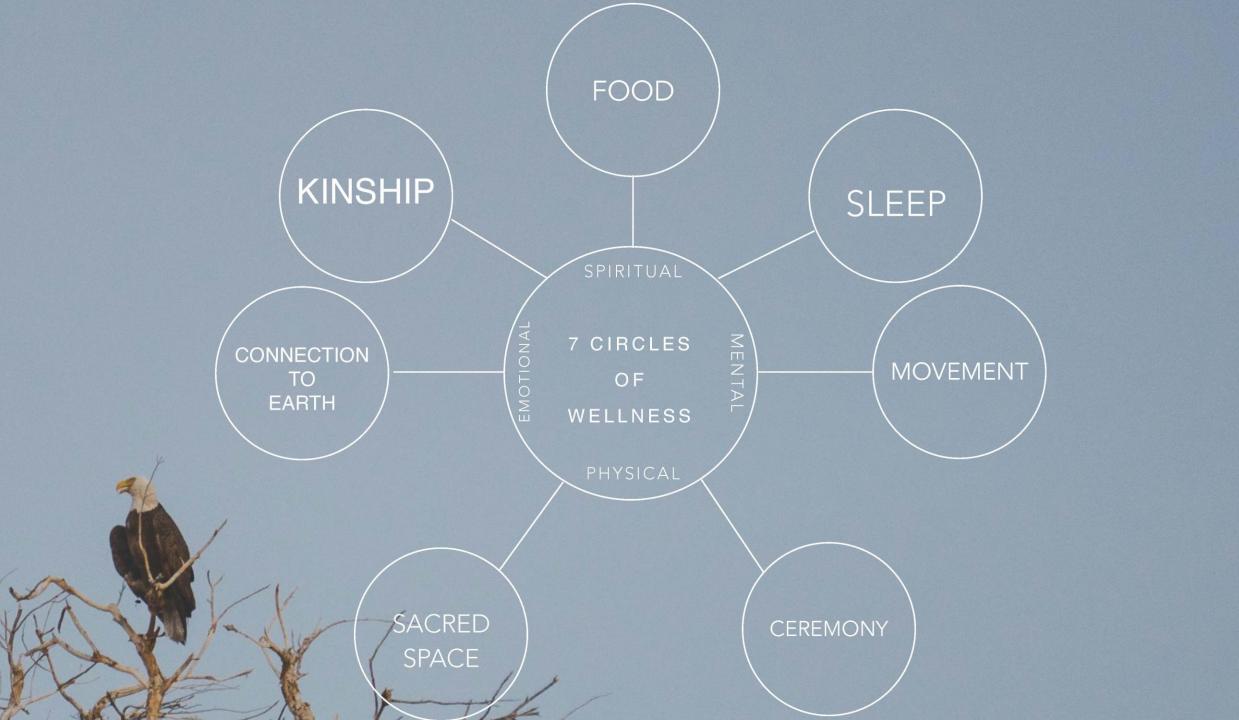


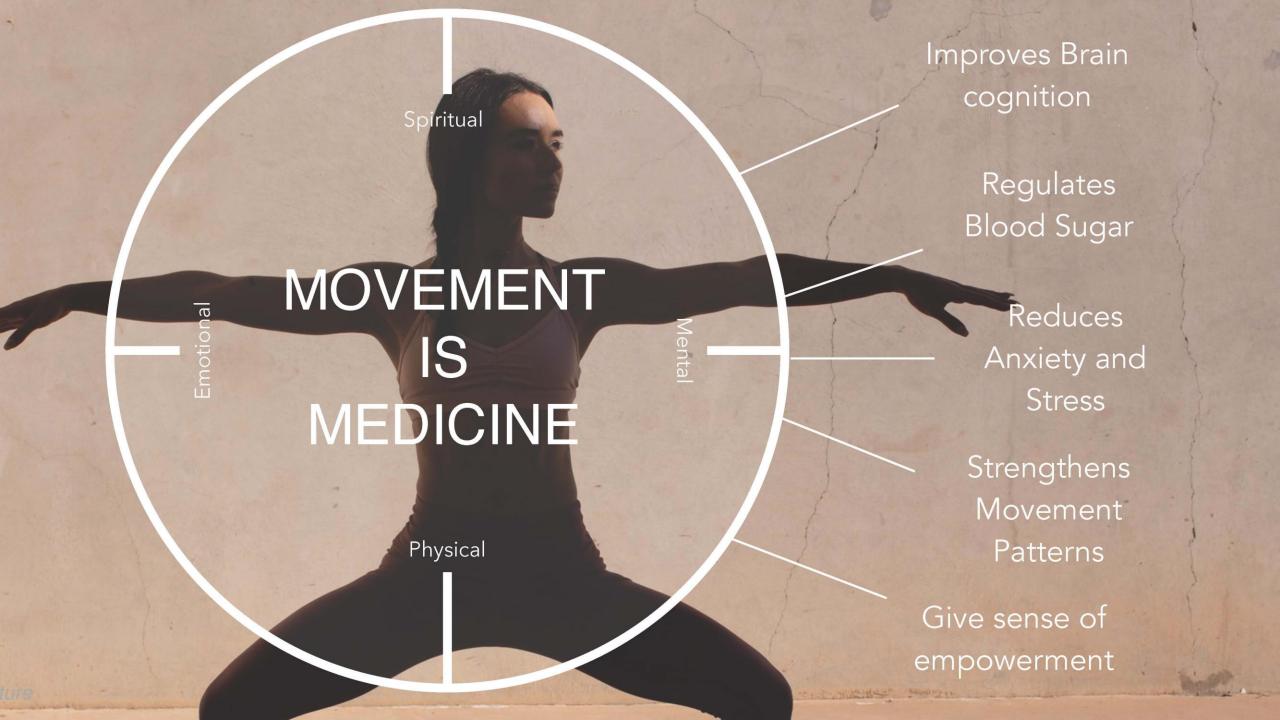












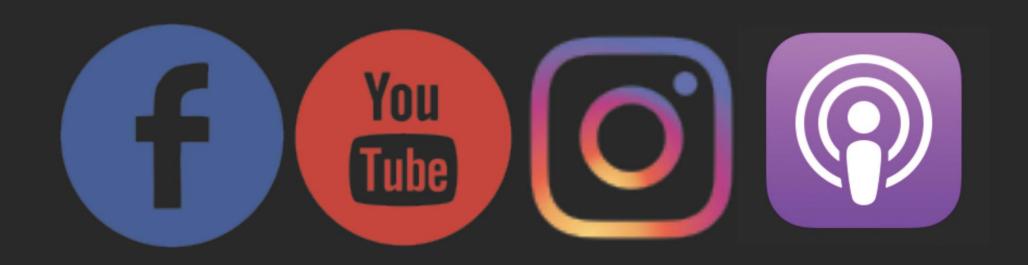




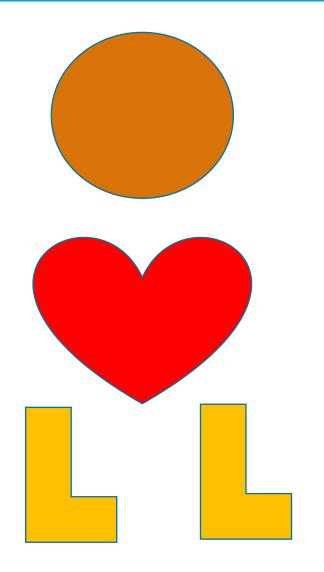


www.wellforculture.com info@wellforculture.com

@wellforculture



REFLECTIONS



HEAD: What did you learn?

HEART: How are you feeling?

FEET: What action steps do you plan to take?





OBJECTIVES

By end of the training event, participants will be able to:

- Understand the impacts of historical trauma
- Articulate strategies for improving Native student mental health
- Define Indigenous concepts of wellness
- Integrate Native culture and place-based components into PA activities
- Describe PE/PA best practices





OPPORTUNITY TO RECONNECT

Office Hours:

- Wednesday, 4/14
 between 8 am 10 am
- Thursday, 4/15
 between 8 am 10 am







Special Thanks

- Springboard to Active Schools partners: NNPHI, HRiA, CDC
- Advisory Committee
- Training Team
- Presenters
- You!

Funding for this project has been provided to the National Network of Public Health Institutes (NNPHI) through a Cooperative Agreement with the Centers for Disease Control and Prevention on National Collaboration to Support Health, Wellness and Academic Success of School-Age Children. The contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers of Disease Control and Prevention.







GROUP PHOTO



