



NATIVE STAND 2.0 ORIENTATION

January 26, 2022





Students Together Against Negative Decisions



WELCOME & INTRODUCTIONS

Chat Box Introductions: Share your name, pronouns (if comfortable), and tribal affiliation and/or organization





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WORDS OF WISDOM:

Elders are not born, they are not appointed, they emerge as the sum total of the experiences of life, they are a state of being.

-First Nations Elder, unknown



NATIVE STAND 2.0 CURRICULUM & TRAINING TEAM



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Dr. Stephanie Craig Rushing



ORIENTATION OVERVIEW



Our Goals:

- Introduce the new format and content of the Native STAND 2.0 curriculum, materials and supplemental resources
- Review the evaluation findings from the Native STAND implementation that informed the updated curriculum
- Provide an overview of content in lessons and discuss adaptation options.

Today's Agenda:

- Welcome & Introductions
- Orientation Overview
- Native STAND Evaluation & Evolution
- Curriculum Overview
- Lesson Previews
- Closing & Support Review



NATIVE STAND RESEARCH & EVALUATION

Dr. Stephanie Craig Rushing



EVALUATION FINDINGS

Findings can be found on the Healthy Native Youth website under the Evaluation Tab of the Native STAND curriculum section at www.HealthyNativeYouth.org.

Effectiveness of Native STAND: A five-year study of a culturally-relevant sexual health intervention



Methods

2014 to 2019,
American Indian
Alaska Native
youth (N = 960)



48 communities
throughout the US



Pre- post study
design to evaluate
efficacy



Findings

Results demonstrate immediate post-
intervention effect on participants.

20% decrease in past year bullying

29% increase in sexual health
communication skills

46% increase in how to use a
condom correctly

224% increase in promoting serious
peer to peer conversations about sex

395% increase in reflecting on
lessons learned during Native STAND

Implications

Native STAND is an effective
Evidence Based Intervention
(EBI) for AI/AN high school
youth.

Demographics, including age
groups, gender, sexual identity
(straight and 2SLGBT), geography
(urban/rural), and tribal
affiliation.



Conclusion: This study demonstrated the effectiveness of Native STAND when delivered in a variety of school and community settings. Efforts are now underway to update Native STAND for medical accuracy, improve alignment with typical class periods, and promote its use and an effective EBI for AI/AN youth on www.HealthyNativeYouth.org.

Reference: Skye M, et al.
Effectiveness of Native STAND: A five-year
study of a culturally-relevant sexual health
intervention. *Journal of Adolescent Health*, 2021



NATIVE STAND NATION & LESSONS FROM THE FIELD

Michelle Singer





NATIVE STAND
FACILITATORS &
LESSONS LEARNED
IN PRACTICE

Nasheen Slueth



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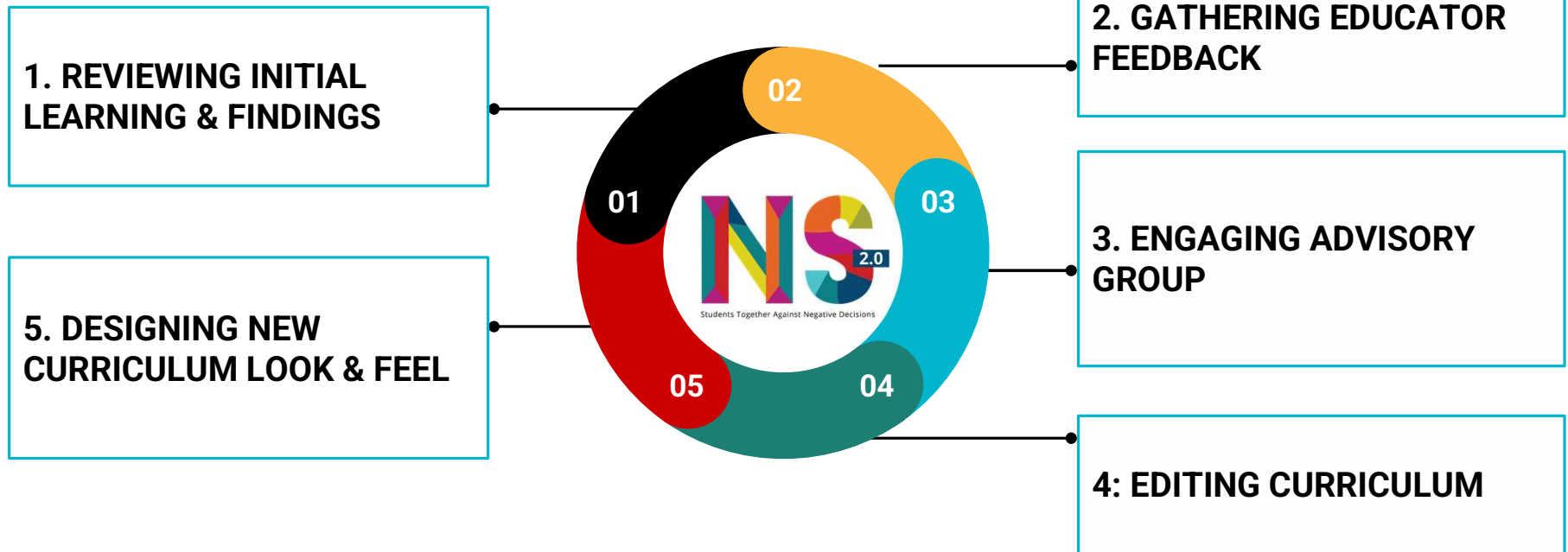


EVOLUTION FROM NATIVE STAND TO NS2.0

Nicole Treviño



OUR PROCESS





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WHAT'S NEW IN NATIVE STAND 2.0



NEW LOOK!



WELCOME AND INTRODUCTION

Activity Purpose: The primary purpose of this activity is to give Native STAND Students a clear understanding of the program and to establish the need for the program.

Stages of Change Process: Getting Information

Youth will:

- Describe the goals, content, and procedures of the program.
- Describe the magnitude of the problem of teen pregnancy and STIs.
- Describe the role of a peer advocate.

Activity Outline	Core Content Components	Instructional Method	Timing
1 Welcome/ Overview	<ul style="list-style-type: none"> • Introduction • Native STAND Journey • M&M Activity 	<ul style="list-style-type: none"> • Minilecture • Minilecture/ Handout • Icebreaker Activity 	25 minutes
2 Introducing Lesson Concepts	<ul style="list-style-type: none"> • Safety Statement • Risky Business Activity • FAQ 	<ul style="list-style-type: none"> • Minilecture • Small Group Activity • Minilecture 	15 minutes
3 Peer Advocate Overview	<ul style="list-style-type: none"> • Introduction to Peer Advocate Concept 	<ul style="list-style-type: none"> • Large Group Discussion 	5 minutes
4 Native STAND Agreements	<ul style="list-style-type: none"> • Native STAND Group Agreements 	<ul style="list-style-type: none"> • Large Group Activity 	10 minutes
5 Closing	<ul style="list-style-type: none"> • Final Reflection 	<ul style="list-style-type: none"> • Large Group Reflection 	5 minutes

5. Closing

3-5 minutes, large group lecture/discussion

- Introduce Question Box
- Preview next session: Team Building. "In the next session, we'll focus on team building and strengthening our connection with each other as a peer advocate team."
- Thank students for coming. Add something like: "I hope you are excited about becoming a peer advocate. It's going to be fun and we'll learn a lot. I look forward to seeing you next time."





CONTENT UPDATES

- Streamlined the number of lessons, focusing on the most important skills
- Ensured lessons could be delivered in a 50-minute class
- Updated content for medical accuracy
- Improved inclusion for Two Spirit and LGBTQ+ participants
- Made trauma-informed adjustments to each lesson
- Updated the teaching methods and formats



UNIT 1: LEARNING ABOUT OURSELVES & EACH OTHER

- Lesson 1: Welcome & Introduction
- Lesson 2: Team Building
- Lesson 3: Acting Out

UNIT 2: OUR CULTURES, DIVERSITIES, & FUTURES

- Lesson 4: Culture & Tradition
- Lesson 5: Honoring Diversity & Respecting Differences
- Lesson 6: Our Values

UNIT 3: OUR RELATIONSHIPS & GOALS

- Lesson 7: Healthy Relationships Part 1
- Lesson 8: Healthy Relationships Part 2
- Lesson 9: Goal Setting

UNIT 4: REPRODUCTIVE HEALTH & RISK REDUCTION STRATEGIES

- Lesson 10: Reproductive Health Part 1
- Lesson 11: Reproductive Health Part 2
- Lesson 12: Safe Snagging

UNIT 5: SEXUAL HEALTH RISKS & PROTECTION METHODS

- Lesson 13: Condoms & Contraception
- Lesson 14: Sexually Transmitted Infections
- Lesson 15: HIV/ AIDS

UNIT 6: SELF-CARE & COMMUNITY CARE

- Lesson 16: Taking Care of the Whole Person
- Lesson 17: Drugs & Alcohol
- Lesson 18: STAND Together



NS2.0 IS BEST FOR:

01	Providing a more comprehensive curriculum program.	<ul style="list-style-type: none">• 18 sessions, ~50 minutes per session works well for longer engagement across a range of health topics• Flexible design supports integration with other HNY programs or other content
02	Supporting a consistent group of youth.	<ul style="list-style-type: none">• Lessons build upon and reinforce each other so youth are reflecting on their goals and growing together over time• Youth are also encouraged to be peer advocates and reflect regularly on how to share what they are learning to support others
03	Teams with minimal resources/ capacity.	<ul style="list-style-type: none">• Easy to use for first time educators/ facilitators• Extensive training or expertise isn't necessary, minimal prep time and resources required for lesson implementation
04	Covering Sexual Health & Healthy Relationships in greater depth.	<ul style="list-style-type: none">• NS2.0 covers sexual health, anatomy, STI/HIV prevention and healthy relationships thoroughly along with other topics• Lesson topics and depth can support use with youth at higher risk for HIV, STIs, unplanned pregnancy or dating violence
05	Communities in need of a program with an evidence base	<ul style="list-style-type: none">• Native STAND has been evaluated by NPAIHB in various settings with positive results• Native STAND 2.0 builds upon the evidence base as well as feedback and innovations NS facilitators learned in the field

