YIC WEBINAR SERIES: SESSION TWELVE

March 10, 2021
9:00am – 11:00am

ADA Compliant 3/11/21
Session Agenda:

- **Welcome, Mindfulness Moment and Introduction of Guest Presenters** – Amanda Charlesworth, YIC Program Specialist-Utah State Board of Education (USBE)

- **Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others** – Scott Eyre, School Mental Health Specialist-Utah Division of Substance Abuse and Mental Health (DSAMH) & USBE

- **American Indian Information and Resources** – Dustin Jansen, Division Director-Utah Indian Affairs and Dr. Harold Foster, American Indian and Alaskan Native Educational Specialist-USBE
MINDFULNESS MOMENT

7 Ways Gardening Is an Exercise in Mindfulness
7 Ways Gardening Is an Exercise in Mindfulness

1. Gardening grounds us in the present moment.

2. Gardening connects us to the source of creation.

3. Gardening – and maintaining a compost pile in particular – teaches us that beauty will eventually arise from the muck.

4. Gardening teaches us how to weed out nonbeneficial plants to make room for new growth of our choosing.

5. Gardening nurtures creativity.

6. Gardening teaches us to let go of our need for control.

7. Gardening teaches us that even on rainy days focusing in on the details unveils sparkling, unexpected beauty.
Scott Eyre works for the Division of Substance Abuse and Mental Health as the School Based Mental Health Specialist and acts as the liaisons between the Division the State Board of Education. He is a part of the School Safety Center Leadership team which works to identify evidence-based approaches that increase the physical and psychological safety of students and improve overall school climate. Scott has a passion for working with youth and spent the first decade of his career at Provo Canyon School where he helped to develop the Early Adolescent and Elementary programs there. In 2016 he began his employment with the state of Utah where he spent 3 years with Juvenile Justice Services before transferring into his current position. Scott holds a Bachelors degree in Psychology from UVU and is currently in pursuit of completing his masters in Social Work at the University of Utah. In his free time Scott enjoys being outdoors, coaching his sons sports teams, building and testing paddle boards and running/surviving the occasional ultra marathon in the desert.
Dustin Jansen is an enrolled member of the Navajo Nation. Dustin has been practicing Indian Law and Policy since 2006. Dustin currently serves as the Director for the Utah Division of Indian Affairs, and works as an Assistant Professor of American Indian Studies at Utah Valley University. Dustin has been married to his wife Chauma Jansen for almost 20 years. Chauma is enrolled with the Sioux-Assiniboine tribe of Ft. Peck Montana. They have four children.
Dr. Chuck Foster was born and raised on the Navajo Reservation in northern Arizona. He has 44 years of education experience, both as a teacher and a school administrator. He is also former collegiate athlete and a former high school cross-country and track & field coach.

He received his undergraduate degree from the University of Arizona and Doctorate Degree from Brigham Young University. His doctoral dissertation entitled “The Learning Style Differences of Navajo and Caucasian Students on and near the Navajo Reservation in northern Arizona and New Mexico” is used as a foundational study among many American Indian Educators. Most of his professional work is associated with education to infuse Native language and culture into the context of teaching and learning and the development of American Indian curriculum. He presently serves as the American Indian Education Specialist, Title VI Program, at the Utah State Board of Education.

He has four adult children and four grandchildren, and his wife Marie of 45 years reside in Orem, Utah. Chuck’s father is also a Navajo Code Talker where most of his inspiration and desire originated to become an educator.
PUBLIC PERCEPTION CREATES PUBLIC POLICY
-Wilma Mankiller
What is an Indian tribe?

• Ethno-Definition: a group of indigenous people connected by biology or blood; kinship, cultural and spiritual values; language; political authority; and a territorial base.
What is a Tribe and Indian?

• TRIBE: a group of indigenous people recognized by the federal government as a sovereign nation; where a government-to-government relationship exists between the group and the federal government.

• INDIAN: an indigenous person that has citizenship in a tribe.

• 574 Federally Recognized Tribes
• 5.5 Million Individual Indians
SOVEREIGNTY
Sovereignty

• The right of a nation to govern itself
• The ability to foster and nurture relationships with neighboring sovereign entities
Where do tribal governments get their authority?

US Constitution

Federal Government

State Governments

Tribal Governments
American Indian Culture
Dr. Harold (Chuck) Foster
American Indian Education Specialist, Utah State Board of Education
FEDERALLY RECOGNIZED TRIBES in UTAH

* Northwest Band of Shoshone Nation
* Confederated Tribes of the Goshute,
* Skull Valley Band
* Navajo (Dine’) Tribe (Az., N.M., Ut.)
* Paiute Indian Tribe of Utah (Cedar Band, Kanosh Band, Indian Peaks, Shivwits Band),
* San Juan Southern Paiute Tribe
* Northern Ute Indian Tribe (Uintah and Ouray Reservation)
* Ute Mountain Ute Tribe, (Ut., Colorado)

*(U.S. Census Bureau, 2000)*
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<th>American Indian</th>
<th>White</th>
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<tbody>
<tr>
<td>Extended family through clans/bands</td>
<td>Shareng-everything belongs to others</td>
<td>Ownership</td>
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<tr>
<td>Avoid eye contact</td>
<td>Carefree-unconcern with time</td>
<td>Structured-time oriented</td>
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<td>Humble/cooperative</td>
<td></td>
<td>Competitive</td>
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<td><strong>American Indian</strong></td>
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<td>Questions for cultural identification</td>
<td>No questions about cultural identification</td>
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<td>Elders to be honored</td>
<td>The future lies with the youth</td>
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<td>Dance is for religious expression</td>
<td>Dance is for pleasure</td>
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<td>Respect other religion(s)</td>
<td>Convert other to religion(s)</td>
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<td>Learning through culture</td>
<td>Learning through books</td>
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“Learning Through Culture”
vs
“Learning Through Books”
FROG AND TOAD • CH'ÁL

FROGS AND TOADS ON THE NAVAJO NATION

Although they have two different names, "frogs" and "toads" are actually very similar biologically. Both are amphibians with four legs and no tails, except when they are tadpoles. Species called frogs, of which there are three on the Navajo Nation, have smooth skins; while those usually called "toads", of which there are five species, have bumpy or warty skin. This warty skin has given rise to the notion that humans can get warts from handling toads, but this is inaccurate, as warts are caused by viruses.

Both frogs and toads live in moist environments, such as under rocks and logs, in holes or underground, or in and around water. They are generally active at night when the air is more humid and during this time they feed on different types of insects. All eight species of frogs and toads found on the Navajo Nation lay eggs in lakes, ponds, springs, swamps and marshy areas, where they hatch into tadpoles. The tadpoles feed on algae in the water until they transform into small froglets or after four to eight weeks.

CULTURAL BELIEFS AND PRACTICES

The Dine people respect frogs and toads and believe that they are connected to moisture on earth. They are used in the Waterway Ceremonies which are nearly extinct. The frog is used to pray for rain and moisture. You should not step on them, kill or harm them in any way. Expectant parents especially should not bother frogs and toads.

FROGS AND TOADS IN THE CLASSROOM

Frogs and toads may be studied year-round. Students may read and write about frogs and toads, illustrate them, and depict them in arts and crafts. Comparisons of similarities and differences between frogs and toads can be made using Venn Diagrams or through the use of pictures, films, or videos. Frog costumes may also be used in skits and plays.

Frogs and toads may be brought into the classroom for observation but not kept as classroom pets. Students should not handle them with their bare hands or be allowed to watch them swallow their prey.

Frogs and toads should not be dissected and no body parts should be used for teaching. If dissection is necessary, computer dissection programs are available and preferable.

TEACHER RESOURCES


Cultural Options

Accept the culture.......

Reject the culture.......

become Bicultural......

Reject Both cultures and “Start Your Own”
POST TRAINING SURVEY

https://forms.gle/8GzCNMgGdUerBMLo9