



# Tribal Youth Leadership

Tribal Youth Partnership for Public Safety

Participant Guide

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Western Community Policing Institute  
Western Oregon University  
Community Oriented Policing Services



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## Session 1 – Introductions and Logistics

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**Trainer Introductions:** Trainer names -

### Housekeeping

- Coffee / refreshments
- Restrooms
- Phone calls, cell phones and pagers
- Breaks and meals
- Seating arrangement
- Registration Form
- Participant manuals

### Ground Rules

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



### Participant Introductions

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## Activity: Three Hats and a Passion

List three hats you wear and one passion in your life:

Hats: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

Passions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Program Overview

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

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





### Activity: Team Flags

In this activity your team will develop a team name, team flag and team motto. Use chart paper to draw your flags and record your mottos (*record your Team Name and Motto in the Problem Solving Workbook, page 2*).



**Team Name:**

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**Team Motto:**

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**What did you learn about yourself and each other including self-esteem/self-respect?, how can you use this information?**

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

#### Seven Commonalities of Criminals

- Poverty
- Unemployment
- Lack of Education
- Single Parent Family
- Substance Abuse
- Family Member in the Criminal Justice System
- Young Male

**What are some initial thoughts about steps you could take to solve your identified public safety problem?** (*record your responses in the Problem Solving Workbook, page 2*)



## Session 2 – Define Identified Public Safety Problem

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### Session 2 Overview

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

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

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

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

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

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

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

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

**SARA Problem Solving:** Now that you are more aware about the identified public safety problem, you will need to restate the problem using the first step in SARA Problem Solving, Scanning. Apply the responses to questions from pages 2 and 3 in order to complete the Scanning process.

**Activity: Poster Campaign**

Which poster caught your attention?

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Which poster would prevent you from thinking twice before becoming involved in \_\_\_\_\_ (Identified Public Safety Problem)?

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How would you design a poster to reach the people in your community?

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Who would you target?

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Do scare tactics work?

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Where do you fit in the solution?

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**How could we use culture to address the public safety problem?**

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

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

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## **Session 2 Wrap-Up**

### **Can you...**

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

## Session 3 – What about my values

### Session 3 Overview

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

### Activity: My Values

- a. Your favorite color is black
- b. You like rap music
- c. You are an only child
- d. You are a traditional American Indian
- e. You live by traditional American Indian values
- f. You understand your culture
- g. You respect yourself
- h. Most people understand my culture
- i. Most people respect my culture
- j. I will go to college
- k. My parents want me to go to college
- l. I am a valuable person
- m. I have good ideas
- n. I want to make a difference in my community
- o. I want to support and protect my tribal culture



**Stand under the sign that best describes your response, why did you chose that sign?**

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**What did you learn about yourself and each other in this activity?**

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**How can you use this information to help you achieve your leadership goals?**

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## Values

**What are values?**

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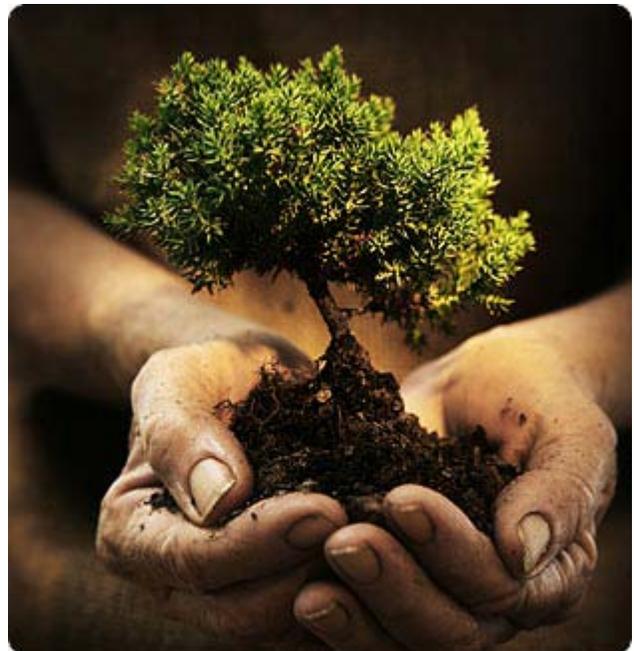
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**List ten things you value most?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**List the influences in your life that helped you develop your values**

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**How do you define culture?**

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**How would you describe your culture?**

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**What do you think most people misunderstand about your culture?**

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Activity: Spaghetti Structure

**Role 1-1: Hidden Procrastinator:**

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



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

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

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

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

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

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

**What did you learn about yourself and each other?**

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**Are there people in your life who assume negative roles (like saboteur, doomsayer, pompous, and hidden procrastinator, that try to make it more difficult for you to achieve your goals?**

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**Are there people in your life who assume positive roles (like quality team leader and team player) that make it easier for you to achieve your goals?**

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**How are you going to work with negative people as you address your identified public safety problem?**

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### **Session 3 Wrap-Up**

**Can you...**

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

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

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### Session 4 Overview

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



**A leader is.....**

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**Does your definition of a leader fit you?**

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**Are you a role model to anyone?**

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**Does anyone look up to you?**

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**Can you make a difference in your community?**

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**Why do some people never choose to be involved with the identified public safety problem?**

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**Why can't some people get away from the problem?**

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### **Personal Leadership**

Even if you don't think of yourself as a leader, you are at least the leader of your own thinking. What kind of leader are you in your own decisions about identified public safety problem— or any other drug, alcohol, or life choice. Every person has their own ideas about what would make them choose to stay away from public safety problems or risky behaviors. Reasons to stay away from public safety problems may include fear of:

- Losing your freedom or rights - Going to jail
- Losing your health
- Losing you family
- Losing the respect of those you care about
- Losing your leadership - Being a bad influence
- Losing your ability to reach your life goals or dreams
- Losing your life – Death



**Part I: Where Am I Now?**

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



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

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

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



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

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

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



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

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

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



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

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

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**Part II: Identify Qualities**

**Physical:**

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Emotional:**

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Mental**

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Spiritual**

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

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

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

Positive (+)

Negative (-)

Neutral (=)

**Part III: Becoming Centered**

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

East:

South:

West:

North:

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

East: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

South: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

West

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North:

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### Session 4 Wrap-Up

#### Can you...

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

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## Session 5 – How can I solve problems?

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### Session 5 Overview

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

### Activity: Paper Puzzles

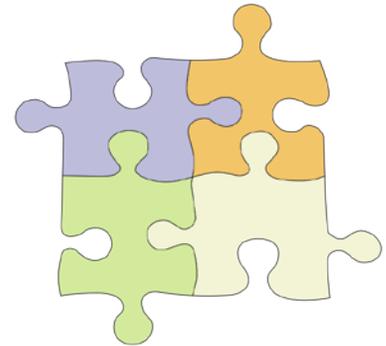
What did you learn about yourself and each other in this activity? \_\_\_\_\_

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### Activity: Lost on the Moon

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

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

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- \_\_\_\_\_ Box of matches \_\_\_\_\_
- \_\_\_\_\_ Food concentrate \_\_\_\_\_
- \_\_\_\_\_ 50 feet of nylon rope \_\_\_\_\_
- \_\_\_\_\_ Parachute silk \_\_\_\_\_
- \_\_\_\_\_ Solar-powered heating unit \_\_\_\_\_
- \_\_\_\_\_ Two 45-calibre pistols \_\_\_\_\_
- \_\_\_\_\_ Stellar maps of the moon's constellation \_\_\_\_\_
- \_\_\_\_\_ Self-inflating raft \_\_\_\_\_
- \_\_\_\_\_ Magnetic compass \_\_\_\_\_
- \_\_\_\_\_ Five gallons of water \_\_\_\_\_
- \_\_\_\_\_ Signal flares \_\_\_\_\_
- \_\_\_\_\_ First-aid kit \_\_\_\_\_
- \_\_\_\_\_ Solar-powered FM walking-talkie \_\_\_\_\_
- \_\_\_\_\_ One case of powered milk \_\_\_\_\_
- \_\_\_\_\_ Two tanks of oxygen \_\_\_\_\_

**What did you learn about yourself and each other in this activity?**

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**Can you see how critical thinking and problem solving skills can help develop your program to address the identified safety problem in your community?**

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

## **Critical Thinking**

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

### **Activity: Assessing your Critical Thinking Skills**

1. Do you ask a lot of questions? **Y / N**
2. Do you like to be well-informed? **Y / N**
3. Do you look for ways to solve problems? **Y / N**
4. Do you trust that there is always an answer to a problem? **Y / N**
5. Are you confident in your ability to figure things out? **Y / N**
6. Are you open-minded regarding views that are different than your own? **Y / N**
7. Are you flexible in considering other alternatives and opinions? **Y / N**
8. Do you try to be understanding of the opinions of other people? **Y / N**
9. Are you fair-minded in finding solutions that affect other people? **Y / N**
10. Can you be honest about your own biases, prejudices, or stereotypes? **Y / N**
11. Do you wait to make decisions until the best time? **Y / N**
12. Are you willing to reconsider or change your opinion when you think you should? **Y / N**

## **Emotional Intelligence**

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

## Activity: Assessing your Emotional Intelligence Skills

### The EQ Test

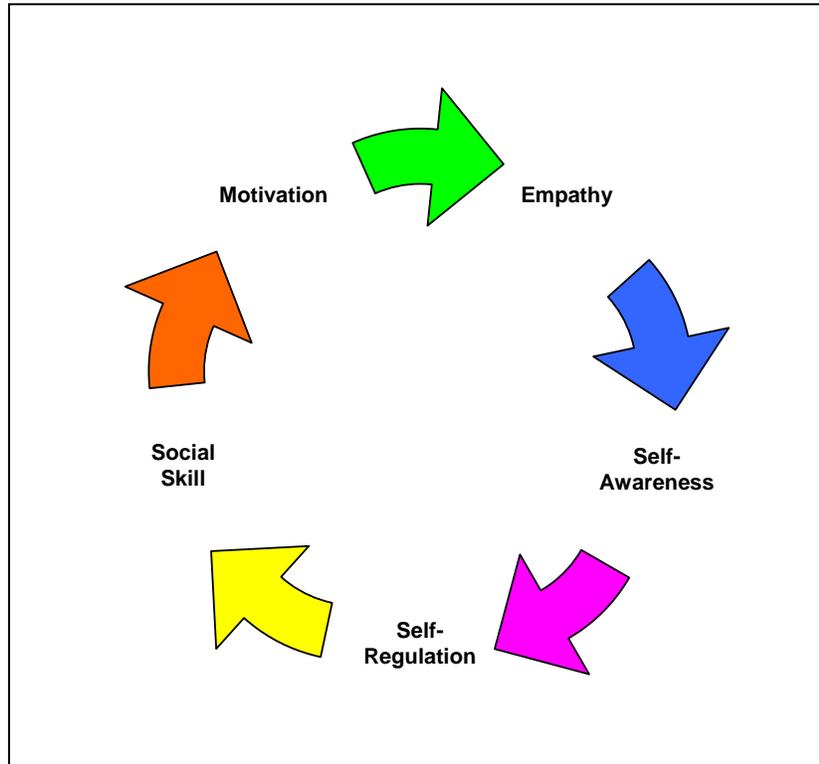
1. Do you understand both your strengths and your weaknesses? **Y / N**
2. Can you be depended on to take care of every detail? **Y / N**
3. Are you comfortable with change and open to novel ideas? **Y / N**
4. Are you motivated by the satisfaction of meeting your own standards of excellence? **Y / N**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

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

-Akers & Porter, 2003

### Characteristics of Good Leaders (EQ skills)

- **Self-Awareness:** ability to recognize and understand your moods, emotions and drives, as well as their effect on others
- **Self-Regulation:** the propensity to suspend judgment, to think before acting, and to control emotions
- **Motivation:** a passion to work for reasons that go beyond money or status
- **Empathy:** ability to understand the emotional makeup of other people
- **Social Skill:** ability to find common ground and build rapport



**Activity: Talking to Tribal Youth in your Community**

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

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

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

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

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### **Session 5 Wrap-Up**

**Can you...**

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

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## Session 6 – How can I set goals?

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### Session 6 Overview

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

### Activity: Making a Quick Ten

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



**Which ideas could be used to make \$10 and which to make \$1 million?**

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**Are the ideas ethical – do they adhere to your values, beliefs, culture, and traditions?**

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**What did you learn about yourself and each other in this activity?**

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**How can you use this information to help you achieve your leadership goals?**

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## Personal Mission, Vision, and Values Statements

What are values (write your own definition)?

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

List three people that you admire...what do you admire about those people?

(person)	(why you admire that person)
_____	_____
_____	_____
_____	_____

What do you want people to say about you when you're gone?

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List the top ten values that you want people to see in you

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

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

**My Values Statement:**

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

**My Vision Statement:**

*“What will my life look like if I live the way I think is right?”*

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



**My Mission Statement:**

*What kind of person do I want to be?*

*What do I want to do with your life – what are my life goals?*

*How do my values (and beliefs, culture, customs, and traditions) play into my life goals?*

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## Decision Making & Goal Setting

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

### Decision Making: The process

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



### Goal setting an important method of:

- Deciding what is important for you to achieve in your life
- Separating what is important from what is irrelevant, or a distraction
- Motivating yourself

### SMART Goal Setting

- Specific
- Measurable
- Attainable
- Realistic
- Time-bound



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**How does your personal mission, vision, and values statements play into abolishing the identified public safety problem?**

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**What is the single most important reason why you choose to say no to not be involved in the identified public safety problem?**

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**How can you help youth in your community determine their single most important reason why they should fight against the identified public safety problem?**

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**SARA Problem Solving:** Building upon what you have learned throughout class and the identified public safety problem, you will begin the second and third steps of the SARA Problem Solving process: Analysis and Responses. Turn to page 5 and 6 of your Problem Solving Workbook, follow the directions on each page, and complete the Analysis and Response steps.

## **Session 6 Wrap-Up**

### **Can you...**

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

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## Session 7 – How can I resolve conflicts?

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### Session 7 Overview

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

### Activity: CD Player

#### Story:

Samantha was quietly sitting in the school library listening to her favorite music CDs. Suddenly, Jason rushes into the library and demands to use the CD player.

“I need it, I’m working on something very important,” Jason says.

“But, I was using it first,” argues Samantha.

“No, there is only one CD player in the school and I need it so that we can listen to music while we set up for the school play.”

Just then a teacher, who overheard the argument, enters.,.,,



**What would you do if you were Samantha?**

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**What would you do if you were Jason?**

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**What would you do if you were the teacher?**

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### Activity: Conflict Worksheet

Most people fight or argue when they \_\_\_\_\_

Most people fight or argue over \_\_\_\_\_

One good thing people get from arguing or fighting is \_\_\_\_\_

One bad thing about arguing and fighting is \_\_\_\_\_

People generally respond to conflict by (list two) \_\_\_\_\_

I fight or argue when \_\_\_\_\_

I make others angry when \_\_\_\_\_

I get upset or angry when other students \_\_\_\_\_

When I'm talking to someone else who is really angry or upset, the most important thing to do is \_\_\_\_\_

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

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

When I have a disagreement or conflict with someone, we can agree to \_\_\_\_\_

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



### Activity: Listening Partnerships

What are some of the problems in your communities?

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How can you use your conflict resolution and listening skills to address the identified public safety problem in your community?

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## Leadership Styles

### *The Old Leadership Paradigm: The Head Buffalo and the Herd<sup>1</sup>*

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

### *The New Leadership Paradigm: A Flock of Geese*

Geese fly in their "V" formation, the leadership changing frequently, with different geese taking the lead. Every goose is responsible for getting itself to wherever the gaggle was

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<sup>1</sup> Belasco, J.A. and Sayer, R.C. (1993). Flight of the buffalo: soaring to excellence, learning to let employees lead. Warner Books, Inc.: New York

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

going, changing roles whenever necessary, alternating as a leader, a follower, or a scout changing the structure (Belasco & Stayer, p.17).

## The Wisdom of Native Storytelling



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

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

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

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

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

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

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

While this was happening the Creator was watching. The Creator became very angry when he saw what the Spirit of the Sky had done. He called the Spirit of the Sky to

account for his actions, and he said: “Spirit of the Sky, I am very angry with you. You changed the way the children of the geese had lived for thousands of years and now they are gone I hold you responsible.”

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

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

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

**Buffalo: (Autocratic or Director-style)**

The Buffalo style is used when the leader tells people what to do and how to do it, without getting the advice of her followers. This style of leadership is best in the Forming stage, when team members are new to their position and lack team spirit. This style is also appropriate for quick decisions – when you have all the information to solve the problem, you are short on time, and your followers are well motivated. This is not bossing people around – it’s only used to get things done quickly or to get a group started.

**Prairie Dog: (Bureaucratic – Coach-style)**

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

**Bear: (Democratic - Facilitator-style)**

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

**Geese: (Laissez-Faire - Enabling style)**

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

## Leadership and Conflict Resolution

How do you handle conflict personally?

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

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

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

Are you aggressive, assertive, or passive?

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**Scenario A: *You are waiting in a line and someone cut in front of you***

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

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**Scenario B: Your friend talks a lot. They call you on your cell phone and start going off about what a bad day they're having. Unfortunately, you have a lot of things planned and things you have to do, so you don't have time to talk.**

- **Aggressive:** you become angry that your friend obviously doesn't respect your time, so you cut them off and sarcastically say, "Oh, get over it! I have my own problems!"
- **Passive:** you just let your friend talk as long as they want and figure that your plans can suffer, because your friend needs your help
- **Assertive:** you listen for a couple minutes and then compassionately say, "Man, it sounds like you're having a tough day! I'd love to talk to you about it, but I don't have time right now. Can we talk later tonight?"

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**Steps to becoming more assertive:**

- Learn to take constructive criticism
- Learn how to politely say no
- Practice voicing a different opinion



**Are emotions always accurate? Just because you get emotional over a problem (ie abortion) does it make your feelings/stance on the problem correct?**

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**Are we always able to accurately assess someone's emotions?**

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**Will developing emotional intelligence skills help us as leaders?**

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**Activity: Conflict Resolution Role Play**

**What did you learn about yourself and each other in this activity?**

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**How can you use this information to help you achieve your leadership goals?**

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**Session 7 Wrap-Up**

**Can you...**

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

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## Session 8 – How can I work in my community?

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### Session 8 Overview

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

### Activity: Listening Skills

Most people listen at about 25% level of efficiency.

**What did you learn about yourself and each other in this activity?**

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**How can you use this information to help you achieve your leadership goals?**

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### Guides to Good Listening

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



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

**-Nelson Mandela**

## Group Development

### Stages in Group Development

**Forming:** People come together and meet each other.

- The leader directs
- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low



**Storming:** People struggle through the discomfort of a new group.

- The leader coaches
- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress

**Norming:** People find common ground

- The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style

**Performing:** The group is working!

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

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**SARA Problem Solving:** Building upon what you have learned throughout class and the identified public safety problem, you will begin the final step of the SARA Problem Solving process: Action Plan. Turn to page 7 of your Problem Solving Workbook, and begin identifying strategies and resources/partnerships you can acquire to help curve the identified public safety problem.

## Activity: Program Planning

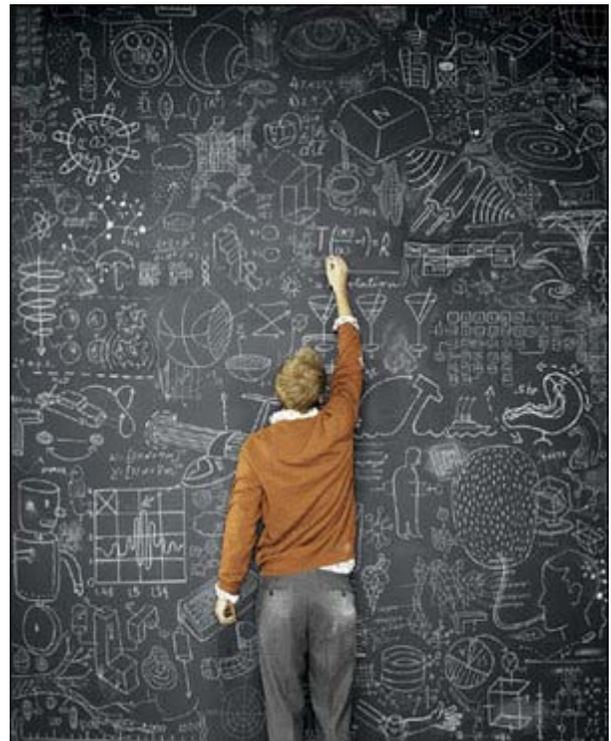
**What is important to include in the identified public safety prevention program?** *(record your responses in the Problem Solving Workbook, page 8)*

**What type of learning environment would work best for the program?** *(record your responses in the Problem Solving Workbook, page 8)*

**How long should the program be?** *(record your responses in the Problem Solving Workbook, page 8)*

**How will we present our ideas?** *(record your responses in the Problem Solving Workbook, page 8)*

**What materials will be needed to teach the program?** *(record your responses in the Problem Solving Workbook, page 8)*



**Should there lecture/activities/games/presentations?** *(record your responses in the Problem Solving Workbook, page 8)*

**Should students work individually or in teams?, Why?** *(record your responses in the Problem Solving Workbook, page 8)*

**Other ideas/thoughts/problems regarding the program?** *(record your responses in the Problem Solving Workbook, page 8)*

**Who will be the target audience for the program?** *(record your responses in the Problem Solving Workbook, page 8)*

## Activity: Rope Game

What did you learn about yourself and each other in this activity?



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How can you use this information to help you achieve your leadership goals?

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## Session 8 Wrap-Up

Can you...

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

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## Session 9 – How can I present my ideas?

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### Session 9 Overview

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

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

### Timeliness

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

**Have you every had an appointment and the person you were meeting made you wait? If yes, how did that make you feel?**

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**Have you ever just left because you couldn't wait any longer for the person you were supposed to meet? If yes, how did that make you feel?**

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**What is your first impression of someone who is late?**

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## Body Language

*Research has shown that when we communicate with others, only 7% of our feelings are conveyed with words, 38% of what we communicate is through our tone of voice and an amazing 55% is by using body language.<sup>2</sup>*

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

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

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



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



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

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

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<sup>2</sup> Crawford K. *Body Language & Public Speaking*

**Touch** - the manner in which one person touches another can reveal a great deal about his or her character. For example a light tap on the shoulder is apologetic, while a firm hand on the shoulder is demanding. A firm handshake often hints of a strong-willed and straight forward individual.

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

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

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**Activity: Phone Call**

**What did you learn about yourself and each other in this activity?**

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**How can you use this information to help you achieve your leadership goals?**

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

## Activity: Professional Presentation

### Public Speaking:

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

### PowerPoint:

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

### Content:

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

## Creating a Presentation Outline

For this activity, you will be creating a presentation outline about your experience in this program. You may choose to talk about:

1. Three ideas about how this program has or can help you become a leader in your community
2. Three activities/ideas you think should be included in the curriculum that is delivered in your community
3. Three topics in this program that have been the most helpful, difficult, or fun for you?
4. Three skills that leaders should develop to be effective in their communities
5. Three benefits of understanding and appreciating your culture, values, and heritage
6. Three ways that you could help youth staff away from meth in your community



## Session 10 – How will I develop a program?

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### Session 10 Overview

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

**Activity: Program Development** – Now that you have a better understanding of how you would like to present the identified public safety problem, turn to pages 11-16 of your Problem Solving Workbook and establish objectives, due dates, and responsible parties for completing each objective. This process will serve as a guideline on what needs to be complete, when, and by whom prior to your final presentation.

### Session 10 Wrap-Up

#### Can you...

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

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**Conference Presentation:** Building upon your draft presentation (page 10 of your Problem Solving Workbook) and your objectives (page 11-16 of your Problem Solving Workbook) complete a final conference presentation that will be your team will use as a guide.

**What did you learn about yourself and each other in this activity?**

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**How can you use this information to help you achieve your leadership goals?**

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## Session 11 Wrap-Up

**Can you...**

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

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